



Cambodian for Missionaries



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How Do I Use This Book?

What is This Book?

Preach My Gospel teaches that you should focus your language study “on improving your ability to communicate and teach during scheduled activities” (129). This book is designed to provide you with resources to help you create your own effective language study plan. The grammar principles are organized according to the purpose for communicating gospel topics and missionary tasks to help you choose tasks to learn as you create your own language study plan. Use this book to identify which grammar principles you need to understand to help you address the needs of your investigators and invite them to come to Christ.

This book is not simply to teach you grammar, but more importantly to help you prepare to teach the gospel of Jesus Christ with greater power and clarity in your mission language (*Preach My Gospel*, 127).

Features of This Book

- **Grammar-Task Index.** Easy access to specific grammar principles that can help as you teach and prepare to teach each lesson from *Preach My Gospel* and complete various missionary tasks.
- **Tabs.** Black tabs on the sides of the pages will help you find principles of communication quickly (e.g., possession, describing, expressing, time/location, etc.).
- **Explanations.** Explanations are made up of sentence equations, tables, and examples that will help you understand grammar principles.
- **Activities.** Activities are broken up into three study situations: Personal, Companion, and Group. Each study situation has activities listed in four activity types: Speaking, Listening, Reading, and Writing.
- **Activity icons.** Each activity type is listed under an icon so you can easily see how you can use the activity in your language study.



Speaking activities encourage you to practice using grammar in conversations and role plays that can be completed on your own, with your companion, or with a native. They will help you:

- Practice pronunciation
- Become more comfortable with the language
- Incorporate language practice into your everyday interactions with natives



Listening activities encourage you to listen to how natives use grammar principles. They will help you:

- Incorporate your language practice into lessons
- Mimic natives' use of grammar principles, pronunciation, and sentence structure



Reading activities invite you to find how the grammar principles are used in scriptures, *Preach My Gospel*, general conference talks, and other Church materials. They will help you:

- Visualize sentence structures
- Take note of how grammar principles are used



Writing activities give scenarios for you to practice grammar principles by describing how you would respond to situations or how you would explain a gospel principle. They will help you:

- Solidify spelling and sentence structures
- Form sentences that you can use in lessons

- **Scenario Practice.** These are sample situations and conversations that you may experience as a missionary. Practicing these situations prepares you to respond to members and investigators' questions or handle challenging situations.
- **Answer key.** Answers to most activities can be found in the back of the book listed by section.
- **Grammar Glossary.** Occasionally you may find a few English grammar terms that you don't recognize or understand. The grammar glossary is designed to be a quick reference to common grammar terms.

Remember

"As your ability to speak the language grows, people will listen more to what you say than to how you say it. . . . You will be better able to respond to the needs of investigators and the promptings of the Spirit" (*Preach My Gospel*, 128). You can receive the gift of tongues as you do all that you can to learn the language, trust in the Spirit to guide you, and have faith that you can be given the gift of tongues (*Preach My Gospel*, 133).

Ask Yourself This as You Study

- What am I learning about the structure of my mission language? What can the grammar teach me about the people and their culture?
- How can this grammar principle help me to invite others to come unto Christ and receive the restored gospel?
- How do I invite the Spirit to help me learn grammar?
- Am I using my language study time in a way that will help me to improve my ability to communicate with the people?

Feedback

We want to know what you think! What works and what needs to be improved in this book? Send a quick message with suggestions or questions to formissionaries@mtc.byu.edu. Include your mission language in the subject line.

Grammar-Task Index

The following list gives examples of grammar principles that may be most helpful in teaching certain principles and performing certain tasks. This list is only a general guide and is not exhaustive. It is very likely that you will need to learn additional grammar to perform these tasks effectively, and it is also possible that you will not need to extensively use some of the principles listed here to perform the tasks they are listed with.

Your investigators' needs, not this list, should govern your language study. Carefully determine what you should teach to fulfill your investigators' needs, and then determine the grammar you study to help meet those needs. In addition, you should remember that learning to perform these tasks and teach these principles is not an end unto itself but a means to fulfill your purpose as a missionary.

Most principles and tasks have both “basic” and “additional” grammar principles. Missionaries just starting out may want to focus on the basic principles before learning the additional ones.

Principle/Task	Basic	Additional
Lesson 1		
God Is Our Loving Heavenly Father	The “to be” verb; Asking Who and What; Pronouns and Kinship Terms; Possession and Association	Comparisons; Basic and Honorific Word forms
The Gospel Blesses Families	Plural Nouns; Kinship Terms; Conjunctions; Adjectives	Methods and Asking How; Direction of Action; Need/ Should/ Want
Heavenly Father Reveals His Gospel in Every Dispensation	Indicating Past Present and Future; Time Sequence; The “to be” verb; Pronouns; Possession and Association	The “to be” verb, as a...; Prepositions; Comparisons; When; Frequency
The Savior’s Earthly Ministry and Atonement	Basic and Honorific Word forms; For; Time Sequence; Asking Who and What;	Possession and Association; Conjunctions; Adjectives; Methods and Asking How;
The Great Apostasy	Preference and Indifference; Time Sequence; Pronouns	Creating Nouns; Conjunctions; Adjectives; Intensifiers; Comparisons; Direction of Action
The Restoration of the Gospel of Jesus Christ through Joseph Smith	Pronouns and Kinship Terms; Possession and Association; Prepositions; Conjunctions; Verbs; Time	Methods and Asking How; Direction of Action; Time Sequence; Classifiers; Frequency; Inclusive and Exclusive Terms
The Book of Mormon: Another Testament of Jesus Christ	Asking about Reason; Frequency; The “to be” verb	In + Language; Possession and Association; Need/ Should/ Want; Ability
Pray to Know the Truth through the Holy Ghost	Asking Who and What; Conjunctions; Methods and Asking How; Basic and Honorific Word forms; For; Time Sequence; Transitions; Frequency	Prepositions; Adjectives; Verbs; Ability; Asking about Reason; Conditional and Dependent Clauses; Inclusive and Exclusive Terms
Lesson 2		
Pre-Earth Life: God’s Purpose and Plan for Us	Plural Nouns; Prepositions; Conjunctions; Comparisons; Need/ Should/ Want	Indicating Past Present and Future
The Creation	Prepositions; Methods and Asking How	Basic and Honorific Words; For; Verbs
Agency and the Fall of Adam and Eve	Asking Who and What; Pronouns and Kinship Terms; Conjunctions; Direction of Action; Need/ Should/ Want; Ability	Conditional and Dependent Clauses; Time Sequence; Inclusive and Exclusive Terms
Our Life on Earth	Need/ Should/ Want; Ability; For; When; Indicating Past Present and Future; Transitions; Asking about Reason; Comparisons	The “to be” verb; Possession and Association; Prepositions; Conditional and Dependent Clauses; Inclusive and Exclusive
The Atonement of Jesus Christ	Asking Who and What; Possession and Association; Methods and Asking How; Passive Voice; Basic and Honorific Word forms; Asking about Reason; Inclusive and Exclusive Terms	Direction of Action; Need/ Should/ Want; Ability; For; Indicating Past Present and Future; Conditional and Dependent Clauses; Frequency

The Spirit World	Conjunctions; Adjectives; Passive Voice; Preference and Indifference	Transitions; Inclusive and Exclusive Terms
The Resurrection, Judgment, and Immortality	Ability; For; When; Indicating Past Present and Future; Inclusive and Exclusive Terms	Prepositions; Conjunctions; Intensifiers; Methods and Asking How; Passive Voice
Kingdoms of Glory	Need/ Should/ Want; Ability; Preference and Indifference; Inclusive and Exclusive Terms	Prepositions; Conjunctions; Adjectives; Intensifiers; Comparisons; Quantity
Lesson 3		
Through Christ We Can Be Cleansed from Sin	Methods and Asking How; Comparisons; Verbs	Ability; Transitions; Pronouns; Conjunctions
Faith in Jesus Christ	The “to be” verb; Asking Who and What; Prepositions	Verbs; Need/ Should/ Want; Frequency
Repentance	Methods and Ability; Asking about Reason; Conditional and Dependent Clauses; Inclusive and Exclusive Terms	Asking How; Time Sequence; Comparisons; Verbs; The “to be” verb; Conjunctions; Intensifiers;
Baptism, Our First Covenant	The “to be” verb; Possession and Association; Prepositions;	Verbs; Need/ Should/ Want; Quantity; Inclusive and Exclusive Terms
The Gift of the Holy Ghost	The “to be” verb; Pronouns; Adjectives; Intensifiers; Comparisons	Conditional and Dependent Clauses; Frequency; Inclusive and Exclusive Terms
Endure to the End	Prepositions; Conjunctions; Intensifiers; Verbs; Need/ Should/ Want; Ability; When	Indicating Past Present and Future; Transitions; Conditional and Dependent Clauses
Lesson 4		
Obedience	Conjunctions; Comparisons; Verbs; Methods and Asking How; Direction of Action	Basic and Honorific Word forms; Asking about Reason; Conditional and Dependent Clauses; Frequency
Pray Often	Intensifiers; Comparisons; Verbs; Direction of Action; Basic and Honorific Word forms	Preference and Indifference; Time Sequence; Frequency; Time
Study the Scriptures	Possession and Association; Intensifiers; Comparisons	Ability; Time Sequence; Frequency
Keep the Sabbath Day Holy	Prepositions; Adjectives; Comparisons; Need/ Should/ Want; When	Conditional and Dependent Clauses; Frequency; Time
Baptism and Confirmation	The “to be” verb; Intensifiers	Methods and Asking How; When
Follow the Prophet	Asking Who and What; Pronouns; Comparisons; Verbs	For; Conditional and Dependent Clauses; Inclusive and Exclusive Terms
Keep the Ten Commandments	Asking Who and What; Comparisons; Need/ Should/ Want; Basic and Honorific Word forms	Asking about Reason; Conditional and Dependent Clauses; Classifiers
Live the Law of Chastity	Possession and Association; Intensifiers; Need/ Should/ Want; Ability	Transitions; Conditional and Dependent Clauses; Time
Obey the Word of Wisdom	Possession and Association; Intensifiers; Need/ Should/ Want	Ability; Transitions; Conditional and Dependent Clauses; Classifiers; Time
Keep the Law of Tithing	Comparisons; Verbs; Ability; Transitions; Conditional and Dependent Clauses; Quantity	Classifiers; How much and How many; Math Terms; Frequency; Inclusive and Exclusive Terms
Observe the Law of the Fast	Intensifiers; Comparisons; Verbs; Need/ Should/ Want	For; When; Conditional and Dependent Clauses; Frequency
How to Donate Tithes and Offerings	Pronouns; Verbs; Methods and Asking How; Direction of Action	Ability; Quantity; How much and How many; Math Terms
Obey and Honor the Law	Conjunctions; Intensifiers; Verbs; Conditional and Dependent Clauses;	Inclusive and Exclusive Terms

Lesson 5		
Priesthood and Auxiliaries	Asking Who and What; Pronouns; Basic and Honorific Word forms	Ability; Inclusive and Exclusive Terms
Missionary Work	The “to be” verb, as a...; Adjectives; Comparisons; Verbs; Methods and Asking How	Basic and Honorific Word forms; Ability; For; Inclusive and Exclusive Terms; Time
Eternal Marriage	The “to be” verb, as a...; Pronouns and Kinship Terms; Adjectives; Direction of Action	For; When; Indicating Past Present and Future; Conditional and Dependent Clauses
Temples and Family History	Plural Nouns; Pronouns; Comparisons; Methods and Asking How; Basic and Honorific Word forms	Ability; For; Indicating Past Present and Future; Quantity; Inclusive and Exclusive Terms
Service	The “to be” verb; Adjectives; Verbs; Methods and Asking How; Direction of Action;	Need/ Should/ Want; Ability; For; Asking about Reason
Teaching and Learning in the Church	Prepositions; Conjunctions; Comparisons; Passive Voice	Basic and Honorific Word forms; Ability; For; Conditional and Dependent Clauses
Endure to the End	Prepositions; Conjunctions; Verbs; Methods and Asking How	When; Indicating Past Present and Future; Transitions
Missionary Tasks		
Ask Questions	Close Ended Questions; Pronouns and Kinship Terms; Methods and Asking How; Basic and Honorific Word forms; Asking Where	Preference and Indifference; Asking about Reason; Conditional and Dependent Clauses; Quantity; How much and How many; Time
Conduct a Meeting	Plural Nouns; Pronouns and Kinship Terms; Basic and Honorific Word forms; When	Transitions; Frequency; Inclusive and Exclusive Terms; Time
Explain Priesthood Ordinances	Prepositions; Adjectives; Verbs; Methods and Asking How	Basic and Honorific Word forms; Time Sequence
Extend Commitment Invitations	Close Ended Questions; Verbs; Need/ Should/ Want; Ability; Preference and Indifference; When	Indicating Past Present and Future; Asking about Reason; Conditional and Dependent Clauses; Frequency; Time
Follow Up on Commitments	Close Ended Questions; Verbs; Methods and Asking How; Ability; When	Indicating Past Present and Future; Asking about Reason; Frequency; Time
Get to Know Someone	Asking Who and What; Adjectives; Basic and Honorific Word forms	For; How much and How many; Inclusive and Exclusive Terms
Give Directions	Prepositions; Adjectives; Methods and Asking How	Direction of Action; Transitions; Location/ Direction; Asking Where
Help People Resolve Their Concerns	Conjunctions; Adjectives; Intensifiers; Comparisons; Methods and Asking How; For	Need/ Should/ Want; Ability; Time Sequence; Asking about Reason; Conditional and Dependent Clauses
Make a Telephone Call	Asking Who and What; Pronouns and Kinship Terms;	Direction of Action; Basic and Honorific Word forms; Quantity; Time
Make Appointments	Pronouns and Kinship Terms; Basic and Honorific Word forms	Ability; For; When; Time Sequence; Quantity; Frequency; Location/Direction; Time
Make Purchases	Pronouns and Kinship Terms; Adjectives; Comparisons; Verbs; Need/ Should/ Want; Basic and Honorific Word forms; For	Preference and Indifference; Conditional and Dependent Clauses; Quantity; Classifiers; How much and How many; Math
Meet Someone	Close Ended Questions; Pronouns and Kinship Terms	Basic and Honorific Word forms; When; Inclusive and Exclusive Terms; Time
Obtain Referrals	Close Ended Questions; Pronouns and Kinship Terms	Ability; Asking about Reason; Location/ Direction
Offer a Prayer	Plural Nouns; Pronouns and Kinship Terms; Possession and Association; Verbs	Methods and Asking How; Direction of Action; Basic and Honorific Word forms
Perform Priesthood Ordinances	Prepositions; Intensifiers; Methods and Asking How; Direction of Action	Basic and Honorific Word forms; Ability; Asking about Reason

Plan Daily and Weekly Activities	Asking Who and What; Methods and Asking How; Need/ Should/ Want; Ability; For	Preference and Indifference; When; Indicating Past Present and Future; Time Sequence; Frequency; Time
Share an Experience	Pronouns; Possession and Association; Adjectives; Intensifiers; Comparisons; Verbs	When; Indicating Past Present and Future; Time Sequence; Transitions; Time
Talk with Everyone	Asking Who and What; Pronouns and Kinship Terms	Basic and Honorific Word forms; Inclusive and Exclusive Terms
Teach Others How to Pray	Plural Nouns; Adjectives; Intensifiers; Verbs; Methods and Asking How; Frequency; Time	Direction of Action; Basic and Honorific Word forms; Ability; For; Asking about Reason
Testify	The “to be” verb; Possession and Association; Intensifiers; Direction of Action; Need/ Should/ Want; Ability;	Time Sequence; Transitions; Asking about Reason; Conditional and Dependent Clauses; Frequency; Time
Use the Scriptures	Alphabet and Pronunciation Guide; Learning How to Read Cambodian; Comparisons; Conditional and Dependent Clauses	Methods and Asking How; Passive Voice; Basic and Honorific Word forms; Ability; Transitions; Classifiers; Frequency; Time

Alphabet and Pronunciation

Explanation

The Cambodian alphabet, sometimes referred to as the Cambodian script or អក្សរខ្មែរ, is the longest phonetic alphabet in the world. It consists of the following letters, markings, and symbols:

- 33 consonant letters
- 32 corresponding sub-consonant letters
- 25 vowel letters, most representing two different sounds
- 14 independent vowel letters
- 8 diacritic marks that alter pronunciation
- 10 punctuation markings
- 9 number symbols

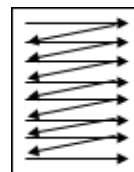
Start by learning the consonants, sub-consonants, and vowels, as they are the main building blocks of the language. Once you have mastered those, move on to the the remaining letters, markings, and symbols. To effectively read and write in Cambodian, each of these letters and their uses must be memorized.

Consonants

Consonants are the main building blocks of the Cambodian script. Along with its consonant sound, each consonant letter also makes a default vowel sound. There are two default (natural) vowel sounds in Cambodian. They are “awe” (អី) and “oh” (ឺ). Below is a table of the 33 consonants.

The Cambodian consonants are grouped in six rows of five letters and one final row of three letters. Unlike the Latin alphabet, which doesn't have any particular reason for its alphabetical order, the grouping of the Cambodian alphabet is not random. All the letters in a particular row are made in a similar place in the mouth or throat. This is especially true for the first five rows.

The 33 Consonants	
Consonants	Approximate Sound
ក	as in <u>G</u> od, <u>g</u> all
ខ	as in <u>c</u> alm, <u>c</u> omic
គ	as in <u>g</u> old, <u>g</u> oal
ឃ	as in <u>c</u> oat, <u>c</u> omb
ង	as in song + o



Cambodian is written from left to right and top to bottom list like English

The first five consonant sounds are formed in the back of your throat.

ច	as in <u>j</u> aw, <u>J</u> ohn
ឆ	as in <u>ch</u> omp
ជ	as in <u>J</u> oe, <u>j</u> oke
ឈ	as in <u>ch</u> osen, <u>ch</u> oke
ញ	as in <u>on</u> ion, <u>ni</u> ño
ដ	similar to * <u>d</u> awn, <u>d</u> og
ត្រ	as in <u>t</u> om, <u>t</u> oss
ឌ	similar to * <u>d</u> on't, <u>d</u> onut
ឍ	as in <u>t</u> one, <u>t</u> oken
ណ	as in <u>gn</u> aw, <u>n</u> ovice
ត្រ	as in <u>d</u> ark, <u>d</u> art
ថ	as in <u>t</u> om, <u>t</u> oss
ទ	as in <u>d</u> oe, <u>d</u> ome
ធ	as in <u>t</u> one, <u>t</u> oken
ន	as in <u>kn</u> ow, <u>n</u> ote
ប	similar to * <u>b</u> awl, <u>b</u> ond
ផ	as in paw, pawn
ព	as in spoke (very tight rounded lips)
ភ	as in poke, pony
ម	as in mow, mote
យ	as in <u>y</u> oke
រ	as in <u>r</u> ope (slight roll)
ល	as in <u>l</u> ow, <u>l</u> oad
វ	as in <u>v</u> ote, (v+w)
ស	as in <u>s</u> aw, <u>s</u> omber

These five consonant sounds are formed with the back of your tongue against the roof of the back of your mouth.

These five consonant sounds are formed by placing your tongue on the roof of your mouth, but still away from and behind your teeth. There is a backwards direction to these consonants.

These five consonant sounds are formed by placing your tongue on the roof of your mouth where it meets your teeth. Your tongue is resting against your teeth. There is a foreword feeling to these consonants.

These five consonant sounds are formed by closing your lips in a tight rounded circle.

These five consonant sounds are formed by slightly rounding your lips without closing them.

ហ	as in <u>h</u> awk, <u>h</u> aunt
ឡ	as in <u>l</u> ot, <u>l</u> ong
អ	as in <u>a</u> we, <u>l</u> aw

The last three consonant sounds are formed with open lips and an open mouth.

Consonants with an asterisk () indicate that the approximate sounds are not exact. These consonants make a retroflex sound. Listen carefully to how natives say these sounds and imitate them. English does not use retroflexed consonants so these may be entirely new sounds to you.

Sub-Consonants

^{1b} Sub-consonants are called ជើង, meaning “legs,” because sub-consonants typically appear as “legs” below consonant letters.

The 32 Sub-Consonants	
Sub -Consonants	Approximate Sound
័	as in <u>G</u> od, <u>g</u> all
៑	as in <u>c</u> alm, <u>c</u> omic
្	as in <u>g</u> old, <u>g</u> oal
៓	as in <u>c</u> oat, <u>c</u> omb
។	as in song + o
៕	as in <u>j</u> aw, <u>j</u> ohn
៖	as in <u>ch</u> omp
ៗ	as in <u>j</u> oe, <u>j</u> oseph
៘	as in <u>ch</u> osen, <u>ch</u> oke
៙ or ៚	as in <u>on</u> ion, <u>ni</u> ño

၁	similar to * <u>d</u> awn, <u>d</u> og
၂	as in <u>t</u> om, <u>t</u> oss
၃	similar to * <u>d</u> on't, <u>d</u> onut
၄	as in <u>t</u> one, <u>t</u> oken
၅	as in <u>g</u> naw, <u>n</u> ovice
၆	as in <u>d</u> ark, <u>d</u> art
၇	as in <u>t</u> om, <u>t</u> oss
၈	as in <u>d</u> oe, <u>d</u> ome
၉	as in <u>t</u> one, <u>t</u> oken
၁၀	as in <u>k</u> now, <u>n</u> ote
၁၁	similar to * <u>b</u> awl, <u>b</u> ond
၁၂	as in paw, pawn
၁၃	as in spoke (very tight rounded lips)
၁၄	as in poke, pony
၁၅	as in mow, mote

្យ	as in <u>y</u> oke
្រ	as in <u>r</u> ope (slight roll)
្ល	as in <u>l</u> ow, <u>l</u> oad
្វ	as in <u>v</u> ote, (v+w)
្ម	as in <u>s</u> aw, <u>s</u> omber
្ណ	as in <u>h</u> awk, <u>h</u> aunt
្ត	as in <u>a</u> we, <u>l</u> aw

Sub-consonants with an asterisk () indicate that the approximate sounds are not exact. These sounds are retroflex consonants. Listen carefully to natives say these sounds and do all you can to imitate them. English does not use retroflexed consonants so this may be an entirely new sound to you.

Notice how a sub-consonant typically looks like a consonant that has been pushed down or to the side to make room for another consonant. Noticing the similarities between the sub-consonant and the consonant letters will help you quickly learn the sub-consonants.

ឡ vs. ្ឡ (ឡ ដើម ឬ)

10 There is no sub-consonant for the consonant letter ឡ. You may be tempted to see this letter as a consonant ឡ with a sub consonant ្ឡ. These are not identical. Fortunately, it is rare to see the consonant ឡ attached to a sub-consonant ្ឡ. Therefore, when you see this letter it is safe to assume it is the consonant letter ឡ.

Vowels

Vowels are always attached to a consonant. Vowels are typically assigned two sounds. The sound they make will depend on what consonant they are attached to. You will study this more in the next section. In the chart below you can see all of the vowels attached to the consonant អ in the far left column and the two sounds each vowel makes in the next two columns. Sometimes regardless of what it is attached to, a vowel will make the same sound.

The 25 Vowels		
Vowel	Approximate Sound when attached to អ ឃ្លាតៈ	Approximate sound when attached to ឃ្លាតៈ
អា	<u>a</u> pple	Kore <u>a</u>
អិ	da <u>y</u> (l <u>u</u> ck)	fe <u>e</u> t (l <u>u</u> ck)
អឺ	he <u>y</u>	fe <u>e</u> t
អុ	b <u>u</u> t	b <u>u</u> t
អ៊	As in <u>bo</u> ot but without rounded lips, instead with your lips drawn tight, jaw mostly closed.	As in <u>bo</u> ot but without rounded lips, instead with your lips drawn tight, jaw mostly closed.
អ៊ុ	g <u>o</u>	d <u>o</u>
អ៊ូ	fl <u>ow</u>	bl <u>ue</u>
អ្ន	du <u>a</u> l	du <u>a</u> l
អើ	combine អា+អិ	loo <u>k</u>
អៀ	combine អ៊+អើ	combine អ៊+អើ
អៀ	Kore <u>a</u>	Kore <u>a</u>
អៃ	pa <u>y</u>	pa <u>y</u>
អឺ	fl <u>y</u>	me <u>n</u>
អ៊ៃ	similar to r <u>y</u> e (ends sharply with a mostly closed jaw.)	similar to pl <u>a</u> y (ends sharply with a mostly closed jaw)
អោ	cl <u>ou</u> d	fl <u>ow</u>

អៅ	combine អា+អី with a sharp mostly closed jaw ending	combine (អើ+អូ) like “no” with a British accent
អុំ	home	fume
អំ	mom	home
អាំ	ham	no+umbrella
អៈ	combine អា+h	combine អេ+អា+h
អុៈ	combine អុ + h	combine អ៊ុ + h
អេៈ	combine េ + h	combine ែ + h
អោៈ	combine អ + h	combine ោ + h
អៈ	combine អា (very short)	combine អេ+អា (very short)
អាំង	combine អា+ង	combine អេ+អា+ង

Notice how vowels can appear around any part of a consonant. Make it a habit to look all around a consonant for vowels as you read. Also you will notice that some vowels (for example អើ អ៊ុ អ៊ុ អោ) appear in more than one place around the consonant. Be sure that you have identified all of the pieces of the vowel stacked onto a consonant. Consonants will never have more than one vowel, so if it looks like there are two vowels attached to one consonant, each of those pieces likely make up a single vowel.

Modified Vowels

- ^{1e} As you learn the vowels and their sounds you will begin to see patterns of speech for similarly shaped vowels. For instance, any vowel that uses the symbol ៈ indicates that the vowel sound ends in an aspirated “h.” In rare circumstances hybrid vowels are created by combining the symbols of two or more vowels.

Example: អាំង - this vowel uses ា, ៈ, and the consonant ង in combination to create the vowel sounds *ang/eang*. This combination is used so often that it is often included as its own vowel.

Here are some common words using this vowel: តាំង ទាំង កន្លាំង

Example: ត្រីៈ - in this word the vowels ី, and ៈ are used together to make an “uh” sound. This vowel is rarely used and isn’t traditionally taught as a canonized script letter.

Unique Vowel Diphthongs

- ^{1f} Pay close attention to the different vowel sounds in Cambodian. When you first hear them, you may feel that many of these vowels sound the same. While this is normal, remember that to a native Cambodian each of these vowel sounds are distinct. Below are some of the most commonly confused vowels for native English speakers learning Cambodian.

Example: អើ អៅ អោ

Example: អ៊ុ អិ អ៊ោ

Example: នៃ ណី នេ

Independent vowels do not attach to a consonant, but instead can be written as a stand-alone letter. These are not new sounds, just new letters that can be used in a different way. Be sure to focus first on learning the regular vowel characters. Once you do, learning the independent vowels will come naturally. As a result, independent vowels can often be used in words or syllables that start with a vowel sound. Below are the 14 independent vowel letters.

The 14 Independent Vowel Letters	
Letter	Sound
ឥ	អិ
ឡ	អឺ
ឧ	អុ/អ៊ុ
ឧ/ឡ	អូ/អ៊ូ
ឌ	អ៊ែ
ឡ	អែ
ឍ	អែ
ឌ	អេ
ប្រ	រឺ
ប្រ	រឺ
ព្វ	លឺ
ព្វ	លឺ
ឲ្យ	អោយ
ឱ/ឱ្យ	អោ(យ)

8

Diacritic Markings

1h Diacritics are used to alter the sounds that different vowel/consonant combinations make. Each diacritic mark has its own rules governing its use. The rules of use will be discussed in the next section when you learn to read. For now, here is a list of all of the Cambodian diacritic marks and their names.

The 8 Diacritic Marks	
Diacritic Mark	Name
'	បន្តក់(មួយ)
"	បន្តក់(ពីរ)/មូសិកទន្លេ/ស្លាបព័រ/ផ្ទេញកណ្តុរ
~	ត្រីស័ព្ទ
ˊ	ទណ្ឌយាត
ˋ	រេបាទ
ˆ	សំយោគសញ្ញា
˚	លេខប្រាំបី /អស្តា
+	កាកបាទ

Punctuation

1i These are the punctuation symbols used in Cambodian script.

The 10 Punctuation Marks		
Symbol	Name	Function
។	ខ័ណ្ឌ/ល្បះ	a period
។្រ	បិយោសាន/ល្បះចប់	a period to end a paragraph
្រ	គោមូត្រ	a period for end of book, "the end"
។ល។	ល:	etc.
៖	ចំណិតពីរគូស	a semicolon
្រ	ស្ទួន	repeat previous word/phrase
<< >>	សញ្ញាសម្រង់	quotation marks
៛	សញ្ញារៀល	currency symbol (like \$)
?	សញ្ញាសួរ	question mark
!	សញ្ញាឧទាន	exclamation point

Numerals

These are the numbers of the Cambodian script from 0-9.

០	១	២	៣	៤	៥	៦	៧	៨	៩
0	1	2	3	4	5	6	7	8	9

Handwriting and Calligraphy (Cursive)

Materials published by the Church will use the letters written the way they have been introduced in this section. Cambodian has different fonts, like all languages. Below are tables of the Cambodian written letters as you might see them in titles, billboards, or your name tag (អក្សរឆ្លាក់), and also as you might see them in handwriting (អក្សរដៃ).

អក្សរឆ្លាក់

Consonants

ក	ខ	គ	ឃ	ង
ច	ឆ	ជ	ឈ	ញ
ដ	ប	ព	ស	រ
ត	ថ	ទ	ធ	ន
ប	ផ	ព	ភ	ម
យ	រ	ល	វ	ស
ហ	ឡ	អ		

Sub-consonants

ក្រ	ខ្រ	គ្រ	ឃ្រ	ង្រ
ច្រ	ឆ្រ	ជ្រ	ឈ្រ	ញ្រ
ដ្រ	ប្រ	ព្រ	ស្រ	រ្រ
ត្រ	ថ្រ	ទ្រ	ធ្រ	ន្រ
ប្រ	ផ្រ	ព្រ	ភ្រ	ម្រ
យ្រ	រ្រ	ល្រ	វ្រ	ស្រ
ហ្រ		ឡ្រ		

អក្សរដៃ

Consonants

ក	ខ	គ	ឃ	ង
ច	ឆ	ជ	ឈ	ញ
ដ	ប	ព	ស	រ
ត	ថ	ទ	ធ	ន
ប	ផ	ព	ភ	ម
យ	រ	ល	វ	ស
ហ	ឡ	អ		

Sub-consonants

ក្រ	ខ្រ	គ្រ	ឃ្រ	ង្រ
ច្រ	ឆ្រ	ជ្រ	ឈ្រ	ញ្រ
ដ្រ	ប្រ	ព្រ	ស្រ	រ្រ
ត្រ	ថ្រ	ទ្រ	ធ្រ	ន្រ
ប្រ	ផ្រ	ព្រ	ភ្រ	ម្រ
យ្រ	រ្រ	ល្រ	វ្រ	ស្រ
ហ្រ		ឡ្រ		

Vowels

អា	ធី	ធី	ធី	ធី
អុ	អុ	អុ	អើ	អើ
អេ	អេ	អែ	អែ	អោ
អោ	អុំ	អុំ	អាំ	អះ
អុះ	អេះ	អោះ	អៈ	អាំង

Vowels

វា	វិ	វិ	វិ	វិ
វុ	វុ	វុ	វើ	វើ
វេ	វេ	វែ	វែ	វោ
វោ	វុំ	វុំ	វាំ	វះ
វុះ	វេះ	វោះ	វៈ	វាំង

Ind. Vowels

ឧ	ឺ	
ឬ	ឬ	ឬ
ឱ	ឱ	ឱ
ឬ	ឬ	
ឱ	ឱ	
ឱ	ឱ	

Ind. Vowels

ឧ	ឺ	
ឬ	ឬ	ឱ
ឱ	ឱ	ឱ
ឬ	ឬ	
ឱ	ឱ	
ឱ	ឱ	

Diacritic Marks

,	''	~	ˆ	˜	˘	˙	+
---	----	---	---	---	---	---	---

Diacritic Marks

,	''	~	ˆ	˜	˘	˙	+
---	----	---	---	---	---	---	---

Activities

Personal



Writing

- A. 1a. Copy the consonants from the consonant chart and say each out loud as you write it. Try again without the chart. If you can't remember all of them, write down the ones that you know off the top of your head. Then refer back to the consonant chart to see which ones you missed. Copy each letter you forgot three times, and repeat the sound out loud. Repeat this activity until you can write and sound out all 33 consonants from memory. If memorizing them all at once is overwhelming, focus on five and learn those, then move on to the next five.
- B. 1a. Write out the alphabet using one color pen to write consonants that have an inherent "aw" sound (អវ័យាសៈ) and another color to write consonants that have an inherent "oo" sound (វ័យាសៈ). Write the consonants in order from រ៉ to អ. Notice and memorize which are អវ័យាសៈ and which are វ័យាសៈ.
- C. 1d. Copy the vowels from the vowel chart and say both sounds aloud as you write. Try it again without consulting the vowel chart. If you can't remember all of them, write down the ones that you know off the top of your head. Then refer back to the vowel chart to see which ones you missed. Copy each vowel you forgot three times, and say its two sounds out loud.
- D. 1b. Write down all of the consonants from memory then refer to the consonant chart and copy down all of the corresponding sub-consonants underneath. As you write each sub-consonant down say it out loud. Try to do it again without consulting the consonant chart. Write as many as you can remember. Continue to sound the letters out as you write. If you can't remember all of them, then refer back to the consonant chart to see which ones you missed. Copy each sub-consonant you forgot three times, and repeat the sound out loud. Repeat this activity until you can write and sound out all thirty-two sub-consonants from memory. Take special note of sub-consonants that don't look like their corresponding consonant. Highlight them and spend some additional time memorizing just those ones.
- E. 1k. Copy these verses from your Cambodian Book of Mormon. Use the អក្សរធ្លាក់/អក្សរមូល font as you copy them down. Copying these verses in អក្សរធ្លាក់ will help you to quickly learn how to read this font, which is widely used in signs and advertisements. Check your work with the answer key.
 1. 2 Nephi 2:25
 2. 2 Nephi 31:11
 3. Moroni 10:5



Speaking

- F. 1a. Practice saying all the consonants out loud as you read them off the consonant chart. Write down where in the mouth or throat you think each row is generally pronounced. Check your answers in the explanation section of this chapter.
- G. 1a,b,d. Record yourself pronouncing the entire alphabet. Listen to yourself and then listen to a native pronounce the alphabet. Compare the two sounds. You could also have a native listen to your recording and critique it. Practice pronouncing the alphabet using the feedback he or she gives you.



Listening

- H. 1a,b,d,g. Have three different native speakers read you the alphabet, letter by letter. Repeat each sound after they say it. Write down letters that they say differently from how you say it or the way you thought that it was pronounced. Ask them to repeat those letters for you until you can grasp their pronunciation. Take note of how people from different provinces pronounce the alphabet in different ways.

Companion



Reading

- I. 1a. Open to the same place in the scriptures as your companion. Take turns reading just the consonants in order in a verse that you choose. Switch off every consonant. Time yourselves and see how long it takes to read one line. Try to improve every time with your speed and accuracy.



Listening

- J. 1a,b,d. Stand at a whiteboard. Have your companion read a random consonant, sub-consonant, or vowel to you. For example, your companion might say one of the following: “the letter ឡ,” “the sub-consonant for ឡ,” or “the vowel ឡ.” You would then write down whatever letter your companion has read to you. Do this until you have successfully written down 10 letters, then switch. Do this with every new companion you have.



Speaking

- K. 1a,b,d. Pronounce every letter in the alphabet to your companion. Have him or her give you feedback on your pronunciation. Record your companion’s advice in a wordbook or journal.



Writing

- L. 1a,k. Put a sheet of paper down between you and your companion. Write down a random letter from the alphabet. Then your companion must write next to it the same letter but in អក្សរស្លាត់. Switch after every letter. Check your work with the consonant charts in the beginning of this book.

Learning How to Read Cambodian

Explanation

Cambodian is a phonetic language. This means that you can typically sound-out a word as you read it. Cambodian reading and writing is best taught in person when someone can help you read the words correctly. Many of the rules and instructions below are meant as a supplement to classroom learning.

Cambodian is read from left to right across a page. Consonants, sub-consonants, and vowels are combined to spell words. As you begin to read, be diligent in carefully pronouncing each letter. Reading and writing are important because they will also help you to dramatically improve your speaking and listening skills. This in turn will allow you to communicate even more effectively with those you meet every day.

Combining Consonants and Sub-Consonants

- 29 Consonant letters come with both a consonant sound and an inherent vowel sound. When a sub-consonant is added to a consonant, the entire sound of the sub-consonant replaces the natural vowel sound of the consonant.

Examples:

ខ	Here is the consonant ខ and the sub-consonant ្ក. Putting them together creates a “K+j” consonant sound followed by the អ natural vowel sound. (Kjaw) This combination is used in the word perfect (ឥតខ្ចោះ).
គ	Here we have the consonant គ and the sub-consonant ្គ. Putting them together creates a “K+p” sound followed by the អ natural vowel sound (Kpo). This combination is used in the word tall (ខ្ពស់).
ល្អ	Here we have the consonant ល and the sub-consonant ្ថ. Putting them together creates “L+ (pause) +អ.” When អ is used as a sub-consonant there is a short stop places between the consonant and sub-consonant sound. This combination spells the word good (ល្អ).

Weak Consonants

- 20 There are some consonants that tend to follow the natural vowel sounds of other consonants that appear before them in a word. For example, if a word began with the consonant ក, and was then followed by the consonant ន, the ន would make the sound of ណ. The following consonants are all considered weak consonants: ង, ញ, ណ, ន, ម, យ, រ, ល, វ, and ហ. Note: the rule of weak consonants is generally ignored when spelling out names (especially foreign names).

Examples:

ដូច្នេះ	ដូច្នេះ means <i>therefore</i> . This word starts with the consonant ដ and then ច and then the sub-consonant ្ទ. Because ន is a weak consonant, it follows the lead of the consonant before it, which is ច. So now the sub-consonant ្ទ will sound like ណ. With the added អេ vowel it becomes ណេ instead of នេ.
សប្បុរស	សប្បុរស means <i>charitable</i> . This word starts with a ស and then a ប្ប and then the consonant រ. Because the រ is a weak consonant it follows the natural vowel sound of the strong consonant right before it, which is the sub-consonant ្រ. So the រ changes in to a រ (as in raw).

ព្រះវិហារ

ព្រះវិហារ means *church*. There are four consonants in this word; ព, វ, ហ, and រ. Traditionally ហ + រ should make the sound អរ (we will talk more about vowels in the next section). But because ហ is a weak consonant, it will follow the sound of the nearest preceding consonant, which in this case is វ. The consonant ហ will follow the lead of វ and change its natural vowel sound to អិ creating the consonant វិ. With the added រ vowel it makes the sound វិហរ្យ.

Multiple Sub-Consonants (្រ)

2c

You will read many stand-alone consonants. You will also read many consonants with an attached sub-consonant or vowel. This is the norm. Very rarely, there are consonants that have two sub-consonants attached to them. This essentially results in three consonant sounds being stacked next to each other within the word. When this happens the third consonant sound will always be a ្រ .

Examples:

សង្គ្រោះ

សង្គ្រោះ means *to save*. In this word the second consonant is a ង. The ង consonant has two sub-consonants, ្ក and ្រ . Following the rule established above, these three consonant sounds will stack as follows: ង + ្ក + ្រ (ng+k+r). Try listening to this word on TALL and see if you can hear the ង + ្ក + ្រ combination. Remember, when sounding words like this out, the រ sound will always come last.

ស្រ្តី

ស្រ្តី means *woman*. In this word we have the consonant ស with the two sub-consonants ្ក and ្រ . They combine to make the s + t + r sound at the start of this word.

Matching Consonant and Sub-Consonant

2d

Occasionally you will encounter words where a sub-consonant is attached to its own corresponding consonant. In this case the sub-consonant is silent, much like double consonant letters in English. (You will encounter this in many Pali words resulting in matching consonants that appear to modify the preceding vowel sound; see the sub section on “Inherent Vowels” for how to read Pali words).

Example: បិព្វី means *heart*. In this word the second consonant is ព្វី with a sub-consonant ្ក. This results in just the first ព្វ actually being pronounced.

Adding on the Vowel

2e Vowel letters are typically associated with two sounds. Knowing which sound the vowel will make depends entirely on the consonant it is attached to. Remember អវ្លោសៈ and វ្លោសៈ are the two types of consonants. អវ្លោសៈ are consonants that have the អ natural vowel sound, and វ្លោសៈ are consonants that have the វ natural vowel sound.

Example: The vowel ា will make two sounds, “aa” (as in apple) or “ea” (as in Korea). Let’s attach the vowel ា to the consonant ក. Here is កា; remember that ក naturally makes an អ sound. So now that the vowel ា is attached to the ក it will make the អា sound. All together កា sounds like g + a (as in gander).

Now let’s attach the vowel ា to the consonant គ. Here is កា; in this combination, គ naturally makes the វ natural vowel sound. With the vowel ា, it now makes the sound គា.

Example: តាំង and ទាំង mean *to appoint* and *including*. The first word តាំង starts with the consonant ត. Recall that ត has an អ natural vowel sound. It is អវ្លោសៈ and when we add the vowel ា to ត to create តាំង, then it modifies the អ sound to អាង.

On the other hand in the next word ទាំង, the consonant ទ has the វ natural vowel sound. In this case with the vowel ា would modify the វ to become an អាង (approx. = eang).

Example: ដៃ and ៃន mean *hand* and *of*. In ដៃ the consonant ដ naturally makes the អ sound. ដ is អវ្លោសៈ and this means when the vowel ៃ is added to ដ it will modify the អ natural vowel sound to its អវ្លោសៈ sound of “ai” (like a sharp “eye”). All together it makes ដៃ.

In the second word ៃន, the consonant ន has the វ natural vowel sound. ន is វ្លោសៈ so when the ៃ vowel is attached to ន it will modify the វ sound to make its វ្លោសៈ vowel sound.

(See the vowel chart in the previous section to help you recall each vowel sound.)

Special Letter (បំផុត): បា បៅ

2f There is a unique combination letter used when writing ប + ា. It is written as បា. The reason this combination letter is used comes from the consonant បា, which looks just like a ប + ា. To avoid confusion ប + ា is always written as បា. When attached to the vowel ៃ it is written បៅ.

Example: បាំង means *to cover*. ប+ា+ ាំង

Example: បាទ means *yes*. ប+ា+ទ

Example: បៅ means *to suck*. ប+ៃ

Independent Vowels

2g As mentioned in the last section, independent vowels can be used without attaching them to a consonant.

Example: ឥឡូវនេះ means *now*. Notice the independent vowel ឥ (អី) at the start of this word.

Example: ឬ, an independent vowel, means *or*. Pronounced រឺ.

Example: ឪពុក means *Father*. The independent vowel ឪ (អូរ) starts this word.

Ending Consonants and Vowels

2h Words end with either a consonant, sub-consonant, or vowel. Each case has a unique effect on ending pronunciation as outlined below.

- Consonant: The natural vowel sound of that consonant is dropped. Unlike many western languages, the final consonant sound of a word in Cambodian is not actually spoken. Instead the word is ended by stopping the final vowel sound in your mouth with the shape of the final consonant.
- Sub-consonant: The sub-consonant is usually silent (there are some exceptions to this that you will learn over time).
- Vowel: The vowel and the consonant it is attached to are read normally (there are also a few exceptions to this that you will learn over time).

Example: ដក់ and រក់ mean *to pull out* and *to seek*. In both cases these words end in the consonant ក. Recall that ក has the អ natural vowel sound. By applying the rule above, the អ sound attached to ក would be dropped. This results in ដក់ and រក់.

Example: សាសនាច្រក means religion/church. The final three written letters in this word are ច, ក, and ្រ. Applying the rule for ending sub-consonants, in this word the ្រ (row sub-consonant) would be completely silent. This results in the word សាសនាច្រក with no spoken រ sound.

Example: ពេលវេលា is the word time. This word ends in the vowel ា. This means that the vowel ា is read normally

Exception: Vowel + ចជញ្ញយ as Ending Consonants

- ២ When a word ends with the consonants ច, ជ, ញ, or យ, then these consonants will alter the vowel sound before them. This sound will occur naturally in your mouth as it transitions from the vowel to closing off the sound with ច, ជ, ញ, or យ.

Example: អាច means *can/able*. In this word the អា, is closed off by a ច consonant.

Example: ស្រឡាញ់ means *to love*. In this word, the last two consonants are ល and ញ. The ល is augmented by the ា vowel sound. The លា is then ended by the ញ causing the ា vowel to sound closer to the ៃ អ vowel sound.

Exception: រ as an Ending Consonant

- ៣ When រ ends a word as a stand-alone consonant then it is always silent, much like a “gh” in English (i.e., though, bough, through). It is important for spelling purposes to distinguish homophones (words with the same sound but different meanings), but does not affect the pronunciation of the word at all.

Example: ខ្មែរ means *Cambodian*. You may have heard of Cambodian referred to as Khmae or Khmer. You also may have wondered which one is right. Is it Cambodian, Khmer, or Khmae? In actuality, all three are valid in their own way. The term “Khmer” comes from those who have written out the silent រ in English. The term “Khmae” comes from how the word actually sounds when spoken. The term Cambodian comes from a separate word that is the name of the country of Cambodia. When speaking Cambodian, you will refer to the language, the people, and often even the country as ខ្មែរ.

Example: ពីរ and ពី mean *two* and *from*. They have the same pronunciation but have different meanings. The number two has a silent រ while the word from does not.

Exception: ស as an Ending Consonant

- ៤ When the consonant ស is used at the end of the word, it makes an aspirated “h” sound like the “h” at the start of the words *home* or *hope*. It also drops the “aw” natural vowel sound like other consonants at the end of words.

Example: មនុស្ស means *people*. This word is approximately pronounced “monuh.” The ស consonant makes an “h” sound at the end of the word.

Example: របស់ means *of (possessive)*. It is approximately pronounced “robah.” Again the ស consonant making an “h” sound.

Example: បុរស means *man*. It is approximately pronounced as “borah.” The ស consonant ends the word with the “h” sound.

Diacritic Marks

A diacritic mark is a small written marking added to a letter to indicate a change in how that letter is pronounced. These are not often used in English but other languages with Roman alphabets use them quite often. You may recognize the markings added to these familiar letters: ä, ñ, ö, û, Ɔ. In a similar way, there are markings in Cambodian that alter the pronunciation of a letter. These diacritics are typically written just above the letter they affect and are explained below.

បន្តក់មួយ (')

- ២១ The បន្តក់មួយ is a small vertical line placed above the ending consonant in a word. When used, the បន្តក់មួយ will alter the vowel sound just before the ending consonant. The បន្តក់មួយ is only used to modify natural vowels and the vowel ។. Therefore, you will only encounter it on words that end with these vowels. There are six different cases for this diacritic that are each explained below.

1. អឃោសៈ + ending consonant with the បន្តក់មួយ

Recall that អឃោសៈ are consonants with an អ natural vowel sound. When a word ends with an អឃោសៈ followed by a consonant with the បន្តក់មួយ written above it, then the long អ natural vowel sound made by the អឃោសៈ is shortened.

Example: ចង់ means *to want*. The ច is spoken with its own natural vowel sound, the only difference is that the natural vowel sound is now shortened.

If you were to keep the natural vowel long (i.e., ចង) it would mean *to bind*.

Example: ថ្វល់ means *to care*. The ថ្វ combination make the អ (ah) natural vowel sound because វ is a weak consonant. In this word the អ natural vowel sound is shortened.

Here are other words that use the first case of the បន្តក់មួយ, shortening the natural អ sound.

កក់	កង់	កត់	កប់	បង្កស់
កញ្ចក់	បង្កង់	ចំណង់	កង្វល់	បន្តក់
សំណល់	ហត់	បត់	បញ្ចប់	សក់

2. អឃោសៈ + ។ + ending consonant with the បន្តក់មួយ

When អឃោសៈ are modified by the vowel ។ and then followed by a consonant with the បន្តក់មួយ added to it, then the longer អា sound made by the vowel ។ is shortened.

Example: កាត់ means *to cut*. The កា vowel sound is shortened because of the បន្តក់មួយ on the ត.

If the ។ vowel were to remain long (as in កាត) it would mean *card*.

Example: សំខាន់ means *important*. In this word the អា sound that is attached to the ខ is shortened.

Here are other words that use the second case of the បន្តក់មួយ, shortening the អា vowel sound.

បញ្ចាល់	ប្រញាប់	ប្រញាល់	ដាក់	អីវ៉ាន់
ហោត់	ចំឡាក់	ចាក់	ណាស់	កំចាត់
ខាត់	សាត់	ចាត់	ផាត់	ហាត់
ណាត់	បង្ហាត់	បំបាត់	សម្លាប់	កំណាញ់

3. ឃោសៈ + [បដពភម] with the បន្តក់មួយ

Recall that ឃោសៈ are consonants with an អី natural vowel sound. When a word ends with a ឃោសៈ followed by a ប, ដ, ព, ភ, or ម with the បន្តក់មួយ written above it, then the អី natural vowel sound made by the ឃោសៈ is changed to the អ៊ី vowel.

Example: យប់ means *night*. The យ would normally make the អី natural vowel sound, but because of the បន្តក់មួយ it will change to the អ៊ី sound.

Here are other words that use the third case of បន្តក់មួយ, changing អី to អ៊ី.

ផ្ទប់	ភប់	លប់	គំរប់
ទំនប់	បន្ទប់	ទប់	គប់

4. ឃោសៈ + [other consonants] with the បន្តក់មួយ

When ឃ្លាតៈ are followed by any other consonants than the ones listed in case three, then the អិ natural vowel sound made by the ឃ្លាតៈ is changed to a short ្ម vowel. (Note: Many words that fall into case four are colloquially spoken using case three instead. Because អិ is easier to say than a short ្ម.)

Example: លក់ means *to sell*. The អិ natural vowel sound of ល in this case is changed to a short ្ម because of the បន្តក់មួយ on the ក.

Example: យល់ means *to understand*. Here the natural អិ vowel of យ is changed to a short ្ម because of the បន្តក់មួយ on the ល.

Here are other words that use the fourth case of the បន្តក់មួយ, changing អិ to a short ្ម.

គត់	មត់	ឃ្លង់	ជង្គង់	ឆ្នួន	រត់
លត់	ទល់	ពន់	ទក់	ឆន់	ព្រនង់
កំពង់	ពន្យល់	ចំទង់	ទង់	ទំរង់	រញ្ជត់

5. ឃ្លាតៈ + ្ម + [កខតឃង] with the បន្តក់មួយ

When ឃ្លាតៈ modified by the vowel ្ម are followed by ក, ខ, ត, ឃ, or ង with the បន្តក់មួយ written above it, then the vowel ្ម sound of the ឃ្លាតៈ is changed to sound like the vowel អិ:

Example: នាក់ means *person/people*. Normally the vowel ្ម here would make the អៀ sound when attached to ន. As a result of the បន្តក់មួយ on the ក, the vowel ្ម changes to the vowel អិ: sound.

Example: រាក់ទាក់ means *friendly*. In both parts of this word there is the vowel ្ម being changed to the vowel អិ: sound.

Here are other words that use the fifth case of បន្តក់មួយ; changing អិ to អិ:

គន្លាក់	លាក់	ត្រាក់	ដាក់	ទាក់	ធាក់	រាក់
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6. ឃ្លាតៈ + ្ម + [other consonants] with the បន្តក់មួយ

When a ឃ្លាតៈ modified by the vowel ្ម is followed by any other consonant than the ones listed in case five with the បន្តក់មួយ written above it, then the vowel ្ម sound of the ឃ្លាតៈ is changed to make an "oa" sound like in the first part of អ៊ា.

Example: មាត់ means *mouth*. The បន្តក់មួយ on the ត changes the អិ sound to an "oa" sound like the first part of the vowel អ៊ា.

Example: គាត់ means *he/she*. This word rhymes with the one above, starting with ត instead of ម.

Here are other words that use the sixth case of the បន្តក់មួយ, changing the អិ vowel to "oa" like the first part of the vowel អ៊ា.

ទាន់	ទាត់	ទាល់	ទាស់	ធាត់	ពាន់	ពាល់	ភាន់	មាស់
រាប់	រាស់	លាត់	លាស់	លាប	លាស់	រាស់	សំគាល់	គ្នាល់
ទំនាស់	គន្លាស់	ឃាត់	ត្រាន់	ត្រាប	ងាប	ជាប	ជាត់	ជាន់

បន្តក់ពីរ/មូសិកទន្ត/ស្លាបពីរ/ធ្មេញកណ្តុរ (")

2m

This mark, sometimes referred to as the *mouse teeth mark*, is two vertical lines drawn above ឃ្លាតៈ to change the អិ natural vowel to an អ natural vowel sound.

Example: ម៉ាត់ means *mouthful*. The បន្តក់ពីរ changes ម to ម៉ (ម+អ). As a result when the vowel ្ម is attached to ម it makes the vowel អា instead of អៀ.

Example: ម៉ោង means *hour*. Here the same process occurs as in the first example. It ends up making the sound, "maong."

Example: យ៉ាង means *way/kind*. In this word the បន្តក់ពីរ changes យ to យ៉ (yaw). This results in the entire word sounding like “yaang.”

Special Use: ប៉

2n The អឃោស: “ប” can also be modified by the បន្តក់ពីរ. In this case the បន្តក់ពីរ changes the ប consonant sound to the ព consonant sound, while still retaining the អ natural vowel sound of ប.

Example: ប៉ុណ្ណ៖ means *enough*. Notice that in this case the បន្តក់ពីរ changes the consonant sound of ប to the consonant sound of ព while retaining the អឃោស: natural vowel sound of អ.

Example: ប៉ន្តែ means *but*; here the បន្តក់ពីរ does not change the natural vowel sound of ប, it only changes the “b” retroflex to the same consonant sound of ព.

ត្រីស័ព្ទ (◌̃)

2o The ត្រីស័ព្ទ diacritic mark is a horizontal wavy line that is the complement to the បន្តក់ពីរ. The ត្រីស័ព្ទ is written above អឃោស: letters to change their natural អ vowel sound to the អិ vowel sound.

Example: ហ៊ាន means *to dare*. The ត្រីស័ព្ទ changes ហ to ហិ (ho) resulting in the vowel ា making the អៀ sound.

Example: ក្រុមហ៊ុន means *company (business)*. In this word the ហ is modified in the same way as the previous word.

Example: សាប៊ូ means *soap*. In this word ប is changed to បិ (bo) leading it to make the អ៊ូ vowel sound.

Exception: បុកជើង

2p When a letter is modified by the ត្រីស័ព្ទ or the បន្តក់ពីរ as well as a vowel that appears above the letter it can become a fight for space. In this case the ត្រីស័ព្ទ or the បន្តក់ពីរ are written as a strait vertical line just below the letter instead.

Example: ញ៉ាំ mean *to eat*. Notice how the បន្តក់ពីរ is written above the ញ causing it to misplace the circle (◌̃) already there. This is incorrect. It should be written as ញាំ

ទណ្ឌយាត (◌̣)

2q This diacritic marking is placed above letters in words to indicate that those letters are silent. As with other symbols it is simply a spelling convention, which is useful when reading to know what letters are not spoken.

Example 1: ប្រយោជន៍ means *benefit*. In this word the ន on the end of the word is silent.

Example 2: ការណ៍ means *event*. In this word the ណ is silent.

Example 3: សាសន៍ means *people (nationality)*. In this word the ន is silent. Because the ន is silent the ស just before the ន is considered the ending consonant and makes the “h” sound.

រពាទ (◌̣)

2r This character represents the consonant រ, in that it is the top of the រ consonant written above other letters. It is typically written above letters in words that come from the ancient language of Sanskrit where the “r” sound was obtained by placing this diacritic above other letters. It is sometimes written as ̣. There are three cases of the use of the រពាទ as shown below.

1. When the រពាទ is used above the last letter of a word that directly follows a ឃោស:, then it modifies the natural អិ sound of the ឃោស: to an “oa” like in case six of បន្តក់មួយ. It also silences the letter it is written over.

Example: ពណ៌ means *color*. This word is pronounced as “poa.” The អិ natural vowel of ព is changed to “oa” and the ណ is silent.

Example: វប្បធម៌ means *culture*. In this word the natural អិ vowel sound of ធម៌ is changes to “oa” and the ម on the end is silent.

2. When the រពាទ is used in the middle of a word it changes the letter it is written over to sound like a រ.

Example: ព័ត៌មាន means *information*. It is pronounced as if it were spelled ពរមាន.

Example: ពណ៌នា means *to describe*. This word is used in the First Vision in *defy all description*. It is pronounced as if it were spelled ពរនា.

3. In rare cases the រេបាទ is used to just silence the ending consonant. This happens when the second to last consonant is អឃោសៈ.

Example: បរិបូណ៌ means *plenty*. The ណ here is silent leaving the preceding vowel unaltered.

Example: ស្ថានីស្ទីគី means *heaven*. In this word the គី is silent because ស before it is an អឃោសៈ.

សំយោគសញ្ញា (◌)

- 2s This symbol like the other diacritical marks is written above a letter. The function of the សំយោគសញ្ញា is to alter the vowel sound of the letter it is attached to. It can do this in a number of ways.

1. If the សំយោគសញ្ញា is placed above an អឃោសៈ then it alters the natural vowel sound of the letter to a short អា vowel, just like the usage of the បន្តក់មួយ in case two.

Example: នំប៉័ង means *bread*. In this case the សំយោគសញ្ញា changes the ប sound to the “ba” sound. But then on top of this the ប៉ក់ជើង is used changing the “b” to a “p” sound (as in *spat*).

2. If the សំយោគសញ្ញា is placed above a ឃោសៈ and the next consonant is a ក, ខ, គ, ឃ, or ង then it will alter the natural vowel sound of the ឃោសៈ letter to អៈ like in case five of the diacritic mark បន្តក់មួយ.

Example: មិត្តភក្តិ means *friend*. In this word the ភ is modified by the សំយោគសញ្ញា changing the natural vowel sound of the ភ to អៈ.

3. If the សំយោគសញ្ញា is placed above a ឃោសៈ and the next consonant is any consonant other than the ones mentioned in case two, then it alters the natural vowel sound of the ឃោសៈ to an “oa” sound. This is like case six of the diacritic mark បន្តក់មួយ.

Example: ភ័ន្តិ means *confused*. In this word the សំយោគសញ្ញា alters the natural vowel of the ភ to an “oa” sound.

4. If the សំយោគសញ្ញា is placed above any letter and then followed by the consonant យ it will modify the natural vowel sound of the consonant to the ឺ vowel.

Example: សម័យ means *era* and is pronounced សៈម៉ាយ

Example: ជ័យ means *success* and is pronounced ជៃ

សញ្ញាលេខប្រាំបី / អស្កា (◌)

- 2t This small letter eight is written above the two consonants ក and ដ to indicate their use as independent single letter words. It does not alter the pronunciation of the letters.

Example: ក៏ means *also*. It is pronounced just like ក.

Example: ដ៏ means *which*. It is pronounced just like ដ.

កាកបាទ (◌)

- 2u This diacritic mark does not alter the way a word is pronounced. Instead it is written to indicate an exclamation. It can represent surprise, laughter, or excitement. The អស្កា (◌) is also sometimes used to perform the same function.

Example: បាទ៎ means *YES!*

Example: មើលន៎ or មើលន៎ means *LOOK!*

Inherent Vowels

- 2v There are some Cambodian words that come from the ancient Sanskrit and Pali languages. While the letters in these languages looked similar to modern script, they did have different pronunciations and natural vowel sounds. As a result, Cambodian words that stem from these languages may be pronounced much differently than they are spelled. Instead of learning ancient language alphabet systems to be able to pronounce these words, it is better to simply memorize how they sound and how they are spelled.

Example: អ្នក ក៏ means *you (generic)*. It is pronounced នាក់.

Example: សុភមង្គល means *happiness*. It is pronounced សុ-ភា-ក៍-ម៉ាំង-គល់.

Example: ហេតុ ត្តិ means *reason/cause*. It is pronounced ហៃត.

Sentences and Punctuation

2w Many of the same conventions used for sentence and punctuation formatting in English are used in Cambodian as well. The major difference is that Cambodian is not written with spaces between words.

Example: 1 Nephi 3:7

៧ ហើយហេតុការណ៍បានកើតឡើងថា ខ្ញុំនឹងហ្វូងបាននិយាយទៅឪពុកខ្ញុំថា ៖
ខ្ញុំនឹងទៅ ហើយធ្វើនូវអ្វីៗដែលព្រះអម្ចាស់ទ្រង់បានបញ្ជា ត្បិតខ្ញុំដឹងថា ព្រះ
អម្ចាស់ទ្រង់មិនចេញបញ្ជាដល់កូនចៅមនុស្សណាឡើយ លើកលែងតែទ្រង់
នឹងរៀបចំផ្លូវ ដើម្បីឲ្យគេអាចសម្រេចនូវអ្វីៗដែលទ្រង់បានបញ្ជាដល់ពួកគេ
ទុកជាមុនសិន ។

In this verse you can see many examples of Cambodian punctuation. There is no spacing between individual words, instead the space functions more like a comma. There is a number seven at the start of the verse. There is a colon separating Nephi's narration from his actual words. There is a repeater symbol after the word អ្វី and a period at the end of the verse.

ខ័ណ្ឌ/ល្អះ (។) បិយោសាន/ល្អះចប់ (ៗ) and គោម្មត្រី (ៗ) សញ្ញាសួរ (?) សញ្ញាឧទាន (!)

These symbols function much like the period in English. The ខ័ណ្ឌ is used to end a sentence. The បិយោសាន is used to end a paragraph. The គោម្មត្រី is used to end an entire book or piece of writing, particularly religious texts. The question mark and exclamation point are also used at the end of a sentence in the same way they are used in English.

Example: Moroni 10:34

...ហើយខ្ញុំនឹងត្រូវចេញមកដោយជោគជ័យ កាត់តាមអាកាស ដើម្បីមកជួបអ្នករាល់គ្នានៅខាងមុខវេទិកាជំនុំជំរះដ៏គាប់ព្រះហឫទ័យ
នៃព្រះយេស៊ូវដ៏មហិមា ដែលជាចៅក្រមដ៏អស់កល្បជានិច្ច នៃមនុស្សរស់
និងមនុស្សស្លាប់ផង។ អាម៉ែន ៗ :ៗ

ល្អះ (ៗលៗ)

This symbol is used at the end of a list to indicate that the list is not exhaustive and may include other similar items. It is comparable to *et cetera* (etc.) in English.

Example:

ពេលយើងអធិស្ឋាន យើងបញ្ចេញអារម្មណ៍ ថ្លែងអំណរគុណ
សូមដល់ព្រះ ។ល។

ជក់ឃ្លា ចំណុចពីរគូស (៖)

In Cambodian writing a space between phrases functions in a similar way to the English comma. It indicates a break in thought, a pause, or a separation of listed items. The ចំណុចពីរគូស (៖) is the equivalent of the English colon.

Example: 1 Nephi 13:2

ហើយទេវតាមានបន្ទូលមកខ្ញុំថា ៖ តើអ្នកឃើញអ្វី?

ស្ទួន (ៗ)

This symbol indicates the need to repeat the previous word or phrase when reading.

Example: 3 Nephi 11:15. In this scripture the phrase ម្តងម្នាក់ is repeated.

១៥ ហើយហេតុការណ៍បានកើតឡើងថា ហ្វូងមនុស្សបានដើរទៅមុខ
ហើយបានលូកដៃទៅឯចំហៀងព្រះអង្គ ហើយបានស្ទាបស្ទាមដៃកគោល
នៅត្រង់ព្រះហស្ត និងព្រះបាទរបស់ព្រះអង្គ ហើយពួកគេបានយ៉ាងនេះ
គឺបានដើរទៅមុខម្តងម្នាក់ៗ...

Example: In this sentence the word មួយ is repeated.

គាត់និយាយមួយៗ ។

សញ្ញាសម្រង់ (<< >> / " ")

These are the equivalent of the English quotation marks. Some publications will use English quotation marks instead.

Example:

« ស្រលាញ់គ្នាទៅវិញទៅ ដូចជាខ្ញុំបានស្រលាញ់អ្នករាល់គ្នា » ។

សញ្ញារៀល (៛)

This is the symbol of Cambodian currency, and is pronounced រៀល. It is typically placed after a numeral to designate the number as currency.

Example:

ខ្ញុំមាន៥០០០៛ ។

Remember

- Consonants are the main building blocks of Cambodian, and are read from left to right across a page
- One sub-consonant can be attached to a consonant, and will replace the natural vowel sound of that consonant. Sub-consonants are added below a consonant.
- Vowels can be found on any side of a consonant, and may change their sound depending on the consonant they are attached to.
- Diacritics and punctuation have many rules and uses. Practice and experience will be helpful to you as you learn each one.

Activities

Personal



Speaking

- A. 2d. Practice pronouncing these consonant-vowel pairings by reading them out loud. Make sure that you place the correct vowel sound with each consonant. Remember to distinguish between ឃើស: consonants and អឃើស: consonants. Check your pronunciation by asking an experienced speaker or a native speaker to listen to you as you read these words out loud. You can check each word's definition in the answer key.

ថា វា ពី បី ឈើ បើ ខំ យំ នៃ ដៃ នាំ ដាំ ឃុំ កុំ កោះ ពោះ ចាំង តាំង ចត មក សួរ គួរ កោរ គោ ប្រៀប រៀន

- B. Attempt to read the first paragraph in the section entitled "Pre-Earth Life" in the second lesson in the Cambodian *Preach My Gospel*. Read it slowly at first, sounding out all the words. Read the verse in Cambodian again, focusing on eliminating any pauses between words. Then try and read it at a normal speaking cadence, with appropriate breaths and pauses, as if you were having a conversation rather than reading. Be aware of your rhythm and tone. Notice which words and phrases you should emphasize. Read the paragraph out loud enough times so that reading it with a conversational rhythm is easy for you. Then in your own words, practice teaching the concepts in the paragraph 5 times. Tip: Repeat this activity with other paragraphs of the lessons in *Preach My Gospel* throughout your mission. This will help you to prepare to teach your investigators in the language.



Listening

- C. During language study, write down in a wordbook all the words you don't know how to pronounce from the verses you will be sharing in lessons that day. Pay attention and read along as the investigator or less-active member reads the verses. Take special notice of those words that you have written down. After the lesson, record the phonetic pronunciation next to those words in your wordbook using the Cambodian script.

For example: សុភមង្គល សុភាក៍-មាំង-គល់

- D. Bring a notebook to church. While you are in sacrament meeting, take notes in Cambodian. This will help your listening and writing skills. Don't write everything that is said, instead focus on writing impressions and things that you like from each speaker. If you can't write what you want to in the script, write it in English for now. Later during language study review your notes. Do they make sense? Can you read them? What thoughts or words did you struggle to write in Cambodian? Learn those words and practice writing them so you can take better notes in the future. Repeat this activity periodically so eventually you will feel comfortable taking notes in Cambodian.



Reading

- E. Select a verse that you will be sharing in a coming lesson with an investigator. Read it slowly at first in order to make sure that you know how to pronounce each word. Then read it again, but faster. Repeat this until you can read the verse without any pauses between words. Then try and read it as fast as you can. Slow back down and read it smoothly, clearly, and confidently.
- F. 2k-t. Practice reading out loud these words that are altered by diacritic marks. Take note of what diacritic mark is used, as well as the vowel and the consonants used before and after the diacritic mark. Check your pronunciation by asking an experienced speaker or a native speaker to listen to you as you read these words out loud. You can check each word's definition in the answer key.

ដក ដាក់ ក កក់ កង គង់ បទ បត់ កាត កាត់ យក យល់ ដប ដប់ គ្រប គ្រប់ ចាន ច័ន្ទ
ញញួរ ញញ័រ នរណា មើលនោះនំ ការ ការណ៍ ពរ ពណ៌ សាសនា សាសន៍ ដដែល ដ៏ទៃ

- G. Open your scriptures to Ether 1:6-32. Sound out the Jaredite names as quickly as you can in order to improve your ability to quickly sound out words that are unfamiliar to you.



Writing

- H. Like in many Asian languages, each letter in the Cambodian script has a stroke order which makes writing easier and more fluid. It also helps create a uniform image, since many of the letters are made up of the same building blocks put together in different ways. Ask a teacher, your companion, or a native about stroke order. Have him or her write out every letter for you so that you can see in what order and direction each of the strokes should be made. Practice writing each letter in the order and direction you were shown.
- I. Visit a local bookstore on your preparation day. Look for first and second grade Cambodian work books to purchase. Many of these books will outline stroke order for you and give you a place to practice writing. (Remember to receive permission from your mission president before using these resources.)
- J. Write out your testimony in Cambodian. Record it in a safe place such as your journal. Later, possibly towards the end of your mission, rewrite your testimony. Compare your two written testimonies and see the progress you've made in handwriting, spelling, grammar, and vocabulary.
- K. Write a letter to one of your recent converts. After doing so, read it out loud as if you were telling him or her all of this in person, rather than writing to them.

Companion



Speaking

- L. Try explaining to your companion in your own words how each rule in the Cambodian alphabet works. Have your companion read the title of a rule, or exception, from the section to you. Then you must try to clearly explain how the rule works. Use examples if you can. Identify what rules you still don't know, or can't explain well. These are the ones you should practice until you know every rule by heart.
- M. Read a favorite scripture to your companion. After reading it, share why it is meaningful to you or why it would be meaningful to one of the people that you are teaching. Have your companion write down words that you read or pronounced incorrectly as well as which words you said really well. Reread the verse to your companion and share about it again. Repeat this until you can read the verse and share about it with no significant pronunciation errors.



Listening

- N. Have your companion read a scripture passage out loud. Summarize the verse that they read in your own words, then switch.
- O. Have your companion read to you a sentence from the first lesson in the Cambodian *Preach My Gospel* at a normal pace. Try and write down what they read using the Cambodian script. If you are unable to write down the entire sentence on the first try, have them read it back to you at a slower pace. If you are unfamiliar with a certain word, try your best to spell it according to what you hear. Continue to ask them to repeat the sentence until you have successfully written the whole thing down. Ask your companion to check your work. Rewrite words that you spelled incorrectly. Look up words that you didn't know and record them in a notebook where you can frequently review them.



Reading

- P. 2a-d. Practice reading out loud these words from the First Vision that contain a consonant diphthong. Have your companion listen to you as you do so. Ask him or her to stop and correct you as you go along so that you can be sure that you are reading them correctly. As you read, make sure you notice whether the sub-consonant is weak or not.

ព្រះ ស្ថិត ខ្ញុំ ពន្លឺ សន្សឹម ក្បាល បន្ទូល

ឈ្មោះ សួន បង្គោល ចង្អុល អង្គ

- Q. Read together a section in the Cambodian *Preach My Gospel* from one of the lessons which you will be sharing that day. Write down words that have unusual spellings or are difficult to pronounce. Ask a native why they are spelled or pronounced as they are. Look for patterns in spellings.
- R. Read a chapter together in the Book of Mormon. Switch off every verse. At the end, summarize in Cambodian what you learned from that chapter. You can also do this with your companion in lessons, at church, or while you are waiting for a bike repair. Practice reading every chance you get until you can read naturally and without pause.



Writing

- S. With your companion, match these homophones to their approximate English definitions.

a. សព្វ	aa. you
b. ពស់	bb. zero/nothing
c. នៃ	cc. luck
d. ចិត្ត	dd. to learn
e. វាវ	ee. meaning
f. វាស	ff. snake
g. មាន	gg. all/every
h. គួរ	hh. to mold (clay/pottery)
i. លាភ	ii. heart
j. សូន្យ	jj. to weld
k. សប់	kk. wire/to strip (as in strip a tree of bark/strip a sugarcane)
l. មៀន	ll. should/ought to
m. លាប	mm. to redeem
n. ចិត	nn. a person (classifier)
o. ភ្លូវ	oo. it/pronoun for something of a lower status
p. រៀន	pp. cluster/bunch (used in the Cambodian word for string beans)
q. នាក់	qq. a stand/veranda/to invade
r. លោះ	rr. to peel
s. វា	ss. to have
t. ផ្សារ	tt. market
u. លូស	uu. of
v. នីយ	vv. belly
w. អ្នក	ww. to pump
x. ពោះ	xx. longan (a type of small, brown, round fruit)
y. សួន	yy. to crawl
z. ផ្សា	zz. to paint

Group



Reading

- T. Read a chapter in the Book of Mormon as a district. Encourage everyone to participate, even those who may feel like they are not yet strong readers. Help each other with unfamiliar words and unusual spellings. Share with each other why certain words had unusual spellings. Help each other recognize patterns. Afterwards, share your testimonies with each other in Cambodian about the power of the gift of tongues, which has helped you learn to read this alphabet.



Writing

- U. Separate the district into two teams. Have each team send one person up to the board. The district leader will read out loud a line from a verse in the Cambodian Book of Mormon. The missionary who finishes writing down the line in Cambodian on the board first wins a point for his or her team. Play until everyone in the district has had a chance to go up to the board.

Sentence Structure

Examples

I love Jesus Christ.	ខ្ញុំស្រឡាញ់ព្រះយេស៊ូវគ្រីស្ទ ។
The Holy Ghost testifies of Christ.	ព្រះវិញ្ញាណបរិសុទ្ធផ្លូវងទីបន្ទាល់អំពីព្រះគ្រីស្ទ ។
Obedience brings us peace in this life.	ការគោរពប្រតិបត្តិនាំសន្តិភាពដល់យើងក្នុងជីវិតនេះ ។
We know you can do it.	យើងដឹងថាអ្នកអាចធ្វើវាបាន ។
Spiritual death keeps us from becoming like our Heavenly Father.	សេចក្តីស្លាប់ខាងវិញ្ញាណធ្វើឲ្យយើងមិនអាចប្រែក្លាយដូចជាព្រះបិតាសូត្ររបស់យើងបានឡើយ ។

Explanation

The basic structure of a Cambodian sentence is simple. Once you understand the structure, you can begin to create your own sentences. In this lesson you will learn how to form sentences by using nouns, verbs, adjectives, and other parts of speech.

Basic Structure (Subject + Verb + Object)

3a The most basic Cambodian sentence structure is subject + verb + object (SVO). This basic structure is the same as English. The subject is what the sentence is about, the verb is the action of the sentence, and the object is the receiver of the action.

Subject	Verb	Object
ខ្ញុំ <i>I</i>	ស្រឡាញ់ <i>love</i>	ព្រះយេស៊ូវគ្រីស្ទ ។ <i>Jesus Christ.</i>
ព្រះវិញ្ញាណ <i>The Spirit</i>	បង្រៀន <i>teaches</i>	យើង ។ <i>us.</i>
ពួកខ្ញុំ <i>We</i>	គឺជា <i>are</i>	អ្នកផ្សព្វផ្សាយសាសនា ។ <i>missionaries.</i>

While this basic structure is just like English, you will find that once you begin to add to the SVO structure, Cambodian grammar quickly deviates from English grammar. In addition, spoken Cambodian will occasionally stray from the SVO form. For instance, in Cambodian the subject of a sentence is often dropped if sufficient context has been established or the subject can be easily assumed. Also, native Cambodians will sometimes utilize an object-subject-verb sentence structure (O.S.V.) when they speak.

Nouns

A noun is a person, place, thing, or concept. Nouns can be something you can touch or see. For example a house, Cambodia, your scriptures, or a watch are all nouns. Abstract nouns are things you can't touch or see (e.g., charity, faith, humility, a thought, a feeling, or the Spirit). There are also simple nouns that consist of one word or idea and compound nouns that are a mix of words and ideas. We discuss this further below.

Simple Nouns

- 3b Simple nouns are the most basic type of noun. Typically, these nouns have only one meaning. They are nouns that cannot be broken apart.

Simple Noun	Meaning
សៀវភៅ	<i>book</i>
អង្ករ	<i>rice</i>
ផ្ទះ	<i>house</i>
ផ្សារ	<i>market</i>
ប្រុស	<i>boy</i>
ស្រី	<i>girl</i>
ជីវិត	<i>life</i>
កង់	<i>bike</i>

Compound Nouns

- 3c A compound noun is made up of two or more words stacked together to express one idea (e.g., waterfall, homerun, armchair, cowboy, ladybug, etc.). Cambodian uses more compound nouns than English because the Cambodian language frequently combines existing nouns to describe new ones.

Compound Noun	Breakdown	Meaning
កង់ឡាន	កង់ + ឡាន	<i>car tire</i>
ស្បែកជើង	ស្បែក + ជើង	<i>shoe</i>
ស្រោមសំបុត្រ	ស្រោម + សំបុត្រ	<i>envelope</i>
កន្លែងហាត់ប្រាណ	កន្លែង + ហាត់ + ប្រាណ	<i>gym</i>
បន្ទប់គេង	បន្ទប់ + គេង	<i>bedroom</i>
រទេះភ្លើង	រទេះ + ភ្លើង	<i>train</i>
អាវធំ	អាវ + ធំ	<i>coat</i>

Compound Nouns: Independent

- 3d Many Cambodian nouns are made up of complementary nouns that are combined to create a new noun that represents a more general term.

Compound Noun: Independent	Breakdown	Meaning
ឪពុកម្តាយ	ឪពុក + ម្តាយ / father + mother	<i>parents</i>
តាយាយ	តា + យាយ / grandpa + grandma	<i>grandparents</i>
បងប្អូន	បង + ប្អូន / older + younger	<i>siblings</i>
ស្វាមីភរិយា	ស្វាមី + ភរិយា / husband + wife	<i>married couple</i>
ខោអាវ	ខោ + អាវ / pants + shirt	<i>clothes</i>
សាច់ឈាម	សាច់ + ឈាម / skin + blood	<i>flesh</i>

Compound Nouns: Dependent

- 3e In a few cases, compound nouns exist where part of the compound noun is dependent on the other part. This means it is not used without its complement.

Compound Noun: Dependent	Meaning
របស់របរ	<i>objects/possessions/things</i>
ប្រដាប់ប្រដារ	<i>tools/man-made objects</i>
ញាតិសន្តាន	<i>clan/tribe</i>
សូរសៀង	<i>voice</i>
មិត្តភក្តិ	<i>friend</i>

Pronouns

- 3f Pronouns include the words *I, he, she, him, her, it, this, that, them, and they*. Cambodian often uses kinship terms for the pronoun you. You will learn more about this in section 7.

Subject (Pronoun)	Verb	Object
គាត់ <i>He</i>	ស្តាប់ <i>listens to</i>	អ្នកឡើងនិយាយ ។ <i>the speaker.</i>
បងស្រី <i>You (older sister)</i>	អាន <i>read</i>	ព្រះគម្ពីរមេមន ។ <i>the Book of Mormon.</i>
ពួកគេ <i>They</i>	ជួយ <i>help</i>	គាត់ ។ <i>her.</i>

Verbs

38 Cambodian uses many verbs to describe specific actions. Verbs are used to connect the subject of the sentence to the object.

Subject	Verb	Object
ខ្ញុំ <i>I</i>	រៀន <i>learn</i>	ភាសាខ្មែរ ។ <i>Khmer.</i>
គាត់ <i>He</i>	ទៅ <i>goes</i>	ផ្ទះ ។ <i>home.</i>
ព្រះបិតា <i>Heavenly Father</i>	ស្រឡាញ់ <i>loves</i>	កូនចៅរបស់ទ្រង់ ។ <i>His children.</i>

Simple Verb

39 A simple verb is one word that denotes an action or state of being.

Simple Verb	Meaning
ទៅ	<i>go</i>
មក	<i>come</i>
រៀន	<i>learn</i>
ញ៉ាំ	<i>eat</i>
ធ្វើ	<i>do</i>
ដេក	<i>sleep</i>
ដើរ	<i>walk</i>

Compound Verb

39 A compound verb is two or more words that together form a single verb whose meaning is different from the meaning of the individual components. There are two types of compound verbs, independent and dependent.

Independent: A compound independent verb is comprised of two or more different words that combine to make a term with a meaning that is different from any of its parts. This difference of meaning may be slight.

Compound Independent Verb	Breakdown	Meaning
ត្រូវការ	imperative + thing	<i>need</i>
រកឃើញ	search + see	<i>seek</i>
ថ្វាយបង្គំ	offer + pay homage	<i>worship</i>
ដើរលេង	walk + play	<i>hang out</i>
សួរសុខទុក្ខ	ask + health + burdens	<i>visit</i>

Dependent: Compound dependent verbs are strings of verbs that have the same meaning. While this does not occur in English, it is common in Cambodian. Often the words will sound similar, but one will be an independent form of the word. This means that it will often be written by itself without the dependent part of the compound verb. The dependent part of the compound verb is used most often in very formal or respectful speech and writing. For example you will often see it used in general conference translations. In the table below, the independent part of the verb is underlined.

Compound Independent Verb	Meaning
<u>ជ្រើស</u> រើស	<i>to choose</i>
<u>ធ្វើទុក្ខបុកម្នេញ</u>	<i>to persecute</i>
<u>រៀបចំ</u>	<i>to organize</i>
<u>គាំទ្រ</u>	<i>to support</i>

Adjectives

- ៣) When adjectives or other modifiers are used in Cambodian they are placed after the noun that they describe. A good rule of thumb when translating from English to Cambodian is to reverse the order of adjectives describing the noun, and then place them after the noun.

Noun	Adjectives
ក្មេងស្រី <i>The girl</i>	ខ្ពស់និងស្អាត <i>tall and pretty</i>
ក្មេង <i>The child</i>	ឆាត់និងគួរឲ្យស្រលាញ់ <i>fat and loveable</i>
ម្ហូប <i>The food</i>	មានក្លិនឈ្ងុយនិងរសជាតិឆ្ងាញ់ <i>good smelling and good tasting</i>

Simple Adjectives

- ៣k A simple adjective is a single word that describes a noun or noun phrase.

Simple Verb	Meaning
ល្អ	<i>good</i>
ខ្ពស់	<i>tall</i>
ឈ្ងុយ	<i>delicious smelling</i>
ឆ្ងាត់	<i>smart</i>
អាក្រក់	<i>bad</i>
ខ្លី	<i>short</i>
ស្អុយ	<i>stinky</i>

Compound Adjectives: Independent

- It is common in Cambodian to omit the “and” between two or more adjectives written in a row. This results in compound independent adjectives that are actually just multiple adjectives written together in a continuous string. The meaning of the new “compound adjective” is the sum of its parts.

Noun	Adjectives
ក្មេងស្រី <i>The girl</i>	ខ្ពស់ស្អាត <i>pretty, tall</i>
ក្មេង <i>The child</i>	ឆាត់គួរឲ្យស្រលាញ់ <i>fat, loveable</i>
ម្ហូប <i>The food</i>	ឈ្ងុយឆ្ងាញ់ <i>good smelling, good tasting</i>

Compound Adjectives: Dependent

- It is common in Cambodian to omit the “and” between two or more adjectives written in a row. This results in compound independent adjectives that are actually just multiple adjectives written together in a continuous string. The meaning of the new compound adjective is the sum of its parts. Here are the examples from above with the “and” omitted.

Compound Dependent Adjectives	Meaning
ស្អាតស្អំ	<i>clean/pure</i>
បន្តិចបន្តួច	<i>a little bit/few</i>
វិសេសវិសាល	<i>special</i>
រីករាយ	<i>happy</i>
ស្ងប់ស្ងាត់	<i>silent</i>

Prepositional Phrase

A prepositional phrase is a phrase that modifies the subject, verb, or object of a sentence.

My mom sent me a package on my birthday.

Would you please read the first verse under the chapter heading?

We can help by teaching you the commandments.

Before we leave, we would like to offer a prayer.

I cannot believe, after fasting and prayer, we still didn't see him at church this week.

In Cambodian, prepositions function just like the prepositional phrase in English. It must start with a preposition and it usually occurs at the end of a SVO sentence. Like in English, a prepositional phrase can be placed virtually anywhere and be understood. See section 9 for more on prepositions.

Object Indicator ន្ទីវ

- 31 The object marker ន្ទីវ is a useful and sometimes necessary particle. You will occasionally hear it used, but will more often see it in writing. It has little inherent meaning; it merely helps to indicate the direct object of a sentence. To use this word simply place it before the direct object of your sentence. Using ន្ទីវ is optional if the words of a sentence are in the usual order (i.e., the direct object is stated before the indirect object). But if an indirect object precedes a direct object in a sentence, then ន្ទីវ has to be used for clarity's sake. It must also be used if the direct object is used outside certain complementary verb pairings, such as ដក់ចេញ or លើកឡើង, rather than inside the pairings, which is the normal structure.

Complementary Words

- 30 Complementary words are two different words that share identical meaning that are used to emphasize their meaning in a sentence. There is typically a complementary word that is always found first in the sentence, and the other complementary word is used later in the sentence to finish the thought. This pattern is used to change emphasis on different parts of the sentence or to express a tone in writing. It is also common for only one of two complements to be used.

Unmodified Phrase	Starting Complementary Word	Modified Phrase	Ending Complementary Word
ខ្ញុំ <i>I</i>	គ្រាន់តែ <i>only</i>	ចេះអង់គ្លេស <i>speak English</i>	ប៉ុណ្ណោះ ។ <i>only.</i>
គាត់ <i>She</i>	មិន <i>won't</i>	ប្រែចិត្ត <i>repent</i>	ទេ ។ <i>won't</i>
គាត់ចូលចិត្តអានហើយ <i>He likes to read and</i>	ក៏ <i>also</i>	ចូលចិត្តអធិដ្ឋាន <i>likes to pray</i>	ផងដែរ ។ <i>also</i>

Below are other common complementary words and their shared meaning.

Starting Complementary Word	Ending Complementary Word	Meaning
នៅតែ	នៅឡើយ	<i>still</i>
ទើបតែ	មិញ	<i>just (barely)</i>
អាច	បាន	<i>can (able to)</i>
តែងតែ	ជានិច្ច	<i>always</i>

Activities

Personal



Listening

- A. 3a. Throughout the course of one week, write down 20 sentences you hear a native say that use a structure different from S.V.O., whether they are sentences that drop the subject, or sentences that use an O.S.V. structure. Record in your journal any patterns you notice with regard to situational usage of V.O. or O.S.V. sentence structure.

For example: S.V.O.= ខ្ញុំបូបពងទាកូនអត់កើតទេ ។ O.S.V.= ពងទាកូនខ្ញុំបូបអត់កើតទេ ។



Reading

- B. 3a. Read Jacob 3:2. Copy it down onto a separate piece of paper. Mark the subject, verb, and objects of each clause, as well as object markers, complementary words, and prepositional phrases. Check your answers to see if you were able to identify the parts of speech.
- C. 3b-l. Go through lesson 2 in *Preach My Gospel* and underline all of the nouns, verbs, and adjectives that you don't know. Write them down on flashcards and study them frequently until you know them. You can repeat this with the other lessons in *Preach My Gospel* as well, until you are familiar with all of the nouns, verbs, and adjectives in the five lessons.



Writing

- D. Copy the following English sentences on a piece of paper. Underline the subject, verb, direct object, indirect object, and prepositional phrase (if applicable). Then translate the sentence into Cambodian. Now underline the subject, verb, direct object, indirect object, and prepositional phrase in Cambodian. Are there any significant changes between the structure in the Cambodian sentences and the English sentences? Record your observations in a notebook.

1. We ride our bikes on the road.
2. He believes in Buddhism.
3. We can be clean from sin.
4. What is the name of the prophet?
5. They read the scriptures with each other every night.
6. They met with him on Tuesday.
7. Joseph Smith was a prophet of God.
8. The Book of Mormon is true.
9. There are many Cambodians in the United States.
10. I couldn't find that word in the dictionary.
11. We pray to our Heavenly Father in the name of Jesus Christ.
12. I am wearing a blue tie.
13. Where did you put your nametag?
14. Cambodia has a very hot climate.

- E. 3n. Determine whether the sentences listed below need the particle នូវ. Then, translate each sentence. Practice using នូវ, even if some of the sentences don't need it. Check your answers.

For example: - ព្រះប្រទាននូវពរជ័យជាច្រើនឲ្យយើង ។ (នូវ is optional)

- ព្រះប្រទានឲ្យយើងនូវពរជ័យជាច្រើន ។ (នូវ is necessary because the indirect object យើង precedes the direct object ពរជ័យ)

For example: - ព្រះយេស៊ូវគ្រីស្ទអាចដកនូវការឈឺចាប់របស់យើងចេញបាន ។ (នូវ is optional)

- ព្រះយេស៊ូវគ្រីស្ទអាចដកចេញនូវការឈឺចាប់របស់យើងបាន ។ (នូវ is necessary because the direct object ការឈឺចាប់ occurs outside of the complementary verb pairing ដកចេញ)

1. The Gospel of Jesus Christ provides peace to our souls.
2. I want to bear my testimony to you today.
3. We need to teach what will help them come unto Christ.
4. God knows everything.
5. Please insert this flash-drive into the computer.
6. We have brought a Book of Mormon here today.
7. He told them a lot of stories.

8. By the authority of the Melchizedek priesthood, we can give priesthood blessings.
9. I will preach to Cambodians the plan of salvation.
10. I wrote a letter to President.
11. God has given us many wonderful blessings.

F. 30. Practice using complementary words by translating the following sentences on a separate piece of paper. Check your answers with the answer key. There may be multiple right answers for each sentence, since you can use just one or both complementary words.

For example: We can live with our families forever. យើងអាចរស់នៅជាមួយក្រុមគ្រួសាររបស់យើងជានិរន្តរ៍បាន ។

1. He still doesn't know if the Church is true.
2. God does not condone sin at all.
3. I also have a testimony of the Book of Mormon.
4. We cannot return to heaven without making sacred covenants.
5. God always listens to our prayers.
6. I've only been learning Cambodian for six months.
7. The elders just arrived.
8. I don't know.
9. You will be able to see your husband again.
10. I don't have any questions.
11. My companion and I always discuss about the people whom we teach.
12. I believe in Jesus Christ too.

Companion



Speaking

- G. Think of your favorite scripture story. List all of the basic nouns, verbs, and adjectives that you need to be able to describe that story. For instance, if your favorite scripture story is Nephi making a new bow you would need to know words such as bow, arrow, break, and steel. Afterward, practice sharing the story with your companion. Ask him or her to give you feedback and suggest additional words that could make telling the story easier.



Reading

- H. On a day you are planning to read a chapter in the Book of Mormon with an investigator, set aside time in language study to read the chapter with your companion. Discuss any sentences that had unusual sentence structures. Do they make sense to you? Discuss why you think those sentences were structured like that. Record any patterns you see in a notebook.



Writing

- I. With your companion, write a one-page paper about what is going well in your area so far, what needs your area has, and your vision and goals for your area in the coming weeks. Stretch yourself as you write sentences by varying the form and tense of the sentences. Once you and your companion are both done, exchange papers. Help correct each other if necessary and answer each other's grammar questions. Give compliments to each other and try to reinforce grammar concepts or learn them from your companion. Afterwards, discuss what you actually wrote about with each other.

Asking About and Expressing a State of Being

Purpose

This function will help you talk about what something is or what it isn't; for example, what faith is or who God is. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- God **is** a merciful Being. (The "to be" Verb)
- **Do** you believe that Jesus Christ is our Savior? (Basic Close-ended Question Structure)
- **What** is a prophet? (Questions: Who and What)
- **God** is our **Father** in **Heaven**. (Nouns- Building on the Basics)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrine from the Lessons

- "The Great Apostasy" (What is an apostasy? Was the gospel on the earth during the Apostasy?)
- "Pre-Earth Life: God's Purpose and Plan for Us" (What was our life like before we came to earth?)
- "Our Life on Earth" (What is the purpose of life?)
- "The Atonement" (What is the Atonement?)
- "Faith in Jesus Christ" (What is faith? Who do we believe Christ is?)
- "Baptism, Our First Covenant" (What is baptism? What is an ordinance? What is a covenant?)
- "The Gift of the Holy Ghost" (Who is the Holy Ghost? What is the gift of the Holy Ghost?)
- "Live the Law of Chastity" (What is chastity?)
- "Obey the Word of Wisdom" (What are things we should avoid taking into our bodies?)
- "Eternal Marriage" (What are the blessings of a temple marriage?)

Tasks from the *Missionary Vocabulary and Phrases Book*

- "Ask Questions and Listen" (How do I ask them in the language?)
- "Explain Priesthood Ordinances" (What is the Priesthood? What is an ordinance?)
- "Meet Someone" (Who are you? What is their name? Who do you represent?)
- "Use the Scriptures" (Who is speaking? To whom is he/she talking? Who are Lamanites and Nephites?)

The “To Be” Verb

Examples

Jesus Christ is the Son of God.	ព្រះយេស៊ូវគ្រីស្ទ គឺជាព្រះរាជបុត្រានៃព្រះ ។
In his words, this is what happened.	តាមពាក្យរបស់គាត់ផ្ទាល់ នេះជាអ្វីដែលបានកើតឡើង ។
As members, we can pray for opportunities to share the gospel.	ក្នុងនាមជាសមាជិក យើងគួរតែអធិស្ឋានសូមនូវឱកាសចែកចាយដំណឹងល្អ ។
The Book of Mormon is convincing evidence that Joseph Smith was a prophet.	ព្រះគម្ពីរមរមនគឺជាភស្តុតាងដែលបញ្ជាក់ថា យ៉ូសែប ស្មីធ គឺជាព្យាករី ។
The Church is led by Jesus Christ through apostles and prophets.	សាសនាចក្រគឺត្រូវបានដឹកនាំដោយព្រះយេស៊ូវគ្រីស្ទ តាមរយៈសាវ័ក និងព្យាករី ។

Explanation

In English the “to be” verb includes all verbs that indicate a state of being. These are the words *be, am, is, are, was, were, being, been, and were*. Cambodian has only one “to be” verb that is used in many situations and modified to change meaning and tense.

គឺជា - is/am/are/to be

ធ្វើជា - to be/do a role/position/lifestyle/vocation

ក្លាយជា - to become

In this section you will learn how to effectively communicate state of being. This applies when equating two nouns as well as when indicating occupation or portential of a noun.

Basic Use

- 4a The “to be” verb is used to equate two nouns (noun + គឺជា + noun). It shows that the two nouns are equal, or that the two nouns are connected. It is also acceptable to drop the គឺ and use only the ជា in less formal settings. There are also occasions when you will use គឺ on its own. This usually happens if you reverse the order of two nouns in your sentence. Using the “to be” verb in this sense is like saying “is the following . . .” between the reversed noun phrases. Take a look at the examples below to see how these three forms are used.

Examples

Noun/Noun Phrase	គឺជា - is/am/are	Noun/Noun Phrase
ស្វាយ <i>Mango</i>	គឺជា <i>is</i>	ផ្លែឈើ ។ <i>(a) fruit.</i>
ប្រជាជនខ្មែរ <i>Cambodians</i>	គឺជា <i>are</i>	មនុស្សរាបសា ។ <i>(a) humble people.</i>
ខ្ញុំ <i>I</i>	គឺជា <i>am</i>	កសិករ ។ <i>(a) farmer.</i>

គឺជា is always used to connect two nouns. It is also acceptable to drop the គឺ and use only the ជា in less formal settings.

Noun/Noun Phrase	ជា - is/am/are	Noun/Noun Phrase
លោកម៉ូសេ <i>Moses</i>	ជា <i>is</i>	ព្យាករណ៍ ។ <i>(a) prophet.</i>
យើងទាំងអស់ <i>We all</i>	ជា <i>are</i>	កូនរបស់ព្រះ ។ <i>children of God.</i>
ខ្ញុំ <i>I</i>	ជា <i>am</i>	និស្សិត ។ <i>(a) college student.</i>

Remember when you use គឺជា in a sentence it must be connecting two nouns or noun phrases (noun + គឺជា + noun). There are also occasions when you will use គឺ on its own. This usually happens if you reverse the logical order of two nouns in your sentence. Using គឺ in this sense is like saying “is the following . . .” between two noun phrases.

Noun/Noun Phrase	ជា - is/am/are	Noun/Noun Phrase
អ្វីដែលខ្ញុំស្រឡាញ់ <i>The thing that I love</i>	គឺ <i>is</i>	ក្រុមគ្រួសាររបស់ខ្ញុំ ។ <i>my family.</i>
អ្នកណាមួយដែលដឹកនាំយើង <i>Someone who leads us</i>	គឺ <i>is</i>	ព្យាករណ៍របស់យើង ។ <i>our prophet.</i>
អ្វីមួយដែលអាចជួយ <i>Something that can help</i>	គឺ <i>is</i>	ការអធិស្ឋាន ។ <i>prayer.</i>

Knowing when to use គឺជា គឺ and ជា will come naturally as you listen to others speak Cambodian. If you are ever uncertain which form to use, ask your companion or a native speaker.

Occupation and Aptitude

- 4b Another way to use the “to be” verb to connect two nouns is to express the role or job something fulfills. When trying to express the words *to be*, *become*, or *am* (in a vocational sense) the terms ធ្វើជា and ក្លាយជា are used. They add meaning to the “to be” verb to imply the fulfillment of a role.

Noun Phrase	ធ្វើជា and ក្លាយជា	Noun/Noun Phrase
ខ្ញុំ <i>I</i>	ធ្វើជា <i>am</i>	អ្នកផ្សព្វផ្សាយសាសនា ។ <i>a missionary.</i>
ឪពុករបស់ខ្ញុំនឹង <i>My dad will</i>	ក្លាយជា <i>become</i>	ប៊ីស្យូប ។ <i>the bishop.</i>
ពួកខ្ញុំចង់ <i>We want</i>	ធ្វើជា <i>to be</i>	មិត្តភក្តិរបស់បង ។ <i>your friend.</i>

Note: English uses the “to be” verbs *is*, *am*, and *are* as helping verbs too. A helping verb connects a noun to a verb or adjective. This is a separate function that is not used in Cambodian. គឺជា is never used to connect a noun to a verb or an adjective. Be careful as you translate your thoughts and the lessons into Cambodian to remember when you should or shouldn't use គឺជា.

“As a . . .” ក្នុងនាមជា

4c The prepositional phrase ក្នុងនាមជា is an expression that is used to indicate the perspective with which a person narrates. It often directly translates as the words “as a . . .” at the start of a sentence or phrase.

As . . .	noun	SVO sentence
ក្នុងនាមជា As a	ឪពុក father,	ខ្ញុំចង់ជួយកូនចៅរបស់ខ្ញុំ ។ I want to help my children.
ក្នុងនាមជា As a	អ្នកផ្សព្វផ្សាយសាសនា missionary,	ខ្ញុំបង្រៀនអំពីព្រះគ្រីស្ទ ។ I teach about Christ.
ក្នុងនាមជា As	សមាជិក members,	យើងព្រមទៅព្រះវិហារ ។ we agree to go to church.

“In + language” ជាភាសា

4d English uses the word *in* as a preposition to a named language (e.g., To speak *in* English, to read *in* Spanish). In less formal speech the “in” is dropped. In contrast, Cambodian typically uses ជា as the preposition before a stated language, in conjunction with the word ភាសា.

Examples

Phrase	in + language
សូមនិយាយ Please speak	ជាភាសាអង់គ្លេស ។ in English.
យើងបង្រៀន We teach	ជាភាសាខ្មែរ ។ in Cambodian.
ប្រជាជនខ្មែរច្រើនចេះនិយាយ Many Cambodians can speak	ជាភាសាបារាំង ។ in French.

Pattern Practice

បព្វជិតភាព priesthood	គឺជា is	ព្រះចេស្ដារបស់ព្រះ God's power	
តើ question word	ការអធិស្ឋាន prayer	មិនមែនជា is/are not	របៀបនិយាយជាមួយព្រះ way to speak with God
បាទ/ចា Yes (M/F)	ពួកខ្ញុំ we	ព្យាករណ៍ prophet	ទេ ? Yes/No?
អត់ទេ No	វិវរណៈ revelation	ការទាក់ទងរវាងព្រះនឹងកូនចៅរបស់ទ្រង់ communication between God and His children	អ្វី ? what?
	ការក្បត់សាសនា apostasy	ការជំទាស់ប្រឆាំងដំណឹងល្អនៃ ព្រះយេស៊ូវគ្រីស្ទ protesting the gospel of Jesus Christ	អ្នកណា ? who?
	អំពើបាប sin	ការមិនគោរពព្រះបញ្ញត្តិរបស់ព្រះ disobeying God's commandments	
	ការរស់ឡើងវិញ resurrection	ការចាប់ជាតិ reincarnation	

Activities

Personal



Speaking

- A. 4a-b. Practice saying these sentences out loud using the correct form of the ធ្វើជា or គឺជា to be verb. Be sure to use the correct tense as you speak, as well as to drop extraneous words, if necessary. If you are unfamiliar with how to use tenses in Cambodian, you can learn about tenses in section 24 of this book. Check your answers to this activity with the answer key in the back of this book. Be aware that there may be several different correct answers for one sentence.

For example: "One day, you will be a good father." នៅថ្ងៃណាមួយ អ្នកនឹងធ្វើជាឪពុកដ៏ល្អ ។

- | | |
|--|---------------------------------------|
| 1. He will be a great leader. | 2. I was a missionary. |
| 3. This building was a school. | 4. She will be a very good member. |
| 5. He used to be a branch president. | 6. This tie was his. |
| 7. Cambodia was a very poor country. | 8. I'm sorry, it was my fault. |
| 9. It will be a wonderful opportunity. | 10. She will be her visiting teacher. |
- B. 4d. Say the following sentences out loud in Cambodian. Focus on using ជា as you talk about "in a language." Using "នៅ" or "ក្នុង" is not correct; do not try to use English grammar when you are speaking Cambodian. Instead always strive to express yourself in Cambodian without first translating your thoughts. Check your answers.
- | | |
|---|--|
| 1. You will prepare to preach the gospel in the Cambodian language. | 2. We can teach you in Cambodian or in English, whichever one you know better. |
| 3. This Book of Mormon is in English but we will give you one in Cambodian. | 4. President bore his testimony in Cambodian last Sunday. |
| 5. He speaks in Vietnamese and then I translate it into Cambodian. | 6. When we're at the house, my companion and I agreed to only speak English. |



Listening

- C. Throughout one day, write down in your planner or wordbook 20 sentences when a native speaker uses a form of the "to be" verb. During language study the next day, examine how they used each form. Record in a notebook the patterns that you see.
- D. 4a-b. Ask native speakers when they would use ធ្វើជា vs. គឺជា. Listen to which situations they tell you about when they use those words. Record what you learn in a notebook. Write down five sentences for each form of the "to be" verb, based off the situations and usages that the native speakers told you about. The next time you see them, ask them to review the sentences that you wrote down.



Reading

- E. Read the first, third, and last paragraph of the section entitled "Your Commission to Teach the Restored Gospel of Jesus Christ" found on pages 1 and 2 in your Cambodian *Preach My Gospel*. Lightly underline each use of a "to be" verb with a pencil as you read these three paragraphs. Go back and reread out loud each sentence with an underlined word. Ask yourself why each sentence used that particular form of the "to be" verb. Identify the usage situation of each "to be" verb.

Remember that sometimes different forms of "to be" verbs are used because of the speaker's preference, not because they necessarily convey a different meaning. For example: "I am a child of God" could be said "ខ្ញុំគឺជាកូនរបស់ព្រះ" or "ខ្ញុំជាតូនរបស់ព្រះ" or even "ខ្ញុំគឺតូនរបស់ព្រះ."

- F. On lds.org search for the word ជា in the Book of Mormon. Observe where the word ជា is used by itself and where it is used in tandem with គឺ or another verb, such as ធ្វើ or ក្លាយ. In a notebook, write down any unusual usages that you see. Ask a native speaker why the word ជា was used in that way.



Writing

- G. Translate the following sentences. Choose the correct form of the “to be” verb. There may be more than one way you can translate each sentence. Check your answers with the answer key.

For example: My mother is a Sunday School teacher. ម្តាយខ្ញុំធ្វើជាអ្នកគ្រូថ្នាក់សាលាថ្ងៃអាទិត្យ ។

- | | | |
|---|---|--|
| 1. I am a Cambodian. | 2. That man is the branch president. | 3. The Holy Ghost is our companion if we are righteous. |
| 4. My companion is tall. | 5. My shirt is white. | 6. He is always happy when he is working hard. |
| 7. After the mission, I want to be a doctor. | 8. This is the Book of Mormon. | 9. I know that the Book of Mormon is true |
| 10. The thing I love the most about the mission is that I can help others come unto Christ. | 11. This is the Bible. | 12. God is our loving Heavenly Father. |
| 13. The sun is bright today. | 14. The Atonement of Jesus Christ is for everybody. | 15. What would be much better is reading in the scriptures every day. |
| 16. We are missionaries of The Church of Jesus Christ of Latter-day Saints. | 17. The priesthood is the power of God. | 18. There is only one true church, which is The Church of Jesus Christ of Latter-day Saints. |

- H. Using the same sentences from activity G, practice negating “to be” verbs. On the same piece of paper that you used for activity G, rewrite the sentences that you translated, but with opposite meanings. Be sure to use មិនមែនជា if you are directly negating a “to be” verb. Check your answers with the answer key. Afterwards, think of ways that you could respond if someone you teach used one of those negative sentences, such as “I know that the Book of Mormon is not true.” Practice patiently helping others resolve their doubts and concerns.

For example: I know that the Book of Mormon is true. → Negate the original meaning. ខ្ញុំដឹងថាពុទ្ធិគម្ពីរមែនមិនមែនជាការពិតទេ ។ → Come up with an appropriate response such as an inspired question.

- I. Determine if the following English sentences that use a “to be” verb would need a “to be” verb in Cambodian. Write down the correct Cambodian translation, including the correct “to be” form (as needed), on a separate sheet of paper. Check your answers.

For example: “President is calling you.” Doesn’t need a “to be” verb = “ប្រធានកំពុងតែទូរស័ព្ទអ្នក ។”

- | | |
|---------------------------------|---|
| 1. Today is Sunday. | 2. My name is Sister Smith. |
| 3. It is raining. | 4. The mission is hard work. |
| 5. It is nice to meet you. | 6. How was church? |
| 7. Jesus Christ is alive today. | 8. He is so happy to become a member of the Church. |
| 9. It is time to go. | 10. This is my companion. |

Companion



Speaking

- J. 4b-c. Between you and your companion, write down a list of 10 things that you “are.” For example, you are a missionary, a disciple of Jesus Christ, a member of the Church, and a human being. Then, switching off between you and your companion one sentence at a time, use each of those words in a sentence that uses the concept of “ក្នុងនាមជា.” These sentences could be either inclusive or exclusive (you could use either “I” or “we”).

For example: “Disciple of Jesus Christ” - ក្នុងនាមជាអ្នកដើរតាមព្រះយេស៊ូវគ្រីស្ទ យើងគួរគោរពបទបញ្ញត្តិរបស់ប្រទេស ។

- K. 4b-c. Explain the roles of the following Book of Mormon prophets to each other. Talk about who they were, what they did, and why they were significant. Be conscious of your use of the different forms of “to be.” Help correct each other as needed.

- | | |
|-----------------------|-------------------------|
| 1. Lehi | 2. Alma the Younger |
| 3. Nephi, son of Lehi | 4. Samuel the Lamanite |
| 5. Jacob | 6. The Brother of Jared |
| 7. King Benjamin | 8. Ether |
| 9. Mosiah | 10. Mormon |
| 11. Abinadai | 12. Moroni |



Listening

- L. 4b. Go through your area book with each other. Talk about what each person you teach does for a living. Use ធ្វើជា as appropriate. Discuss in Cambodian each person’s needs and how you can better adjust your teaching to them and their day-to-day lives.

- M. 4b. There are several different forms of the word “to become.” Instead of just saying ក្លាយជា you could also say ប្រែក្លាយជា ក្លាយដូចជា or ទៅជា, or you could even combine several different forms, such as ប្រែក្លាយដូចជា. Practice using the verb ក្លាយជា by discussing with your companion in Cambodian what we can become through the Atonement of Jesus Christ. Come up with 10 sentences that use a form of ក្លាយជា.

For example: តាមរយៈដង្ហាយឆ្នួននៃព្រះយេស៊ូវគ្រីស្ទ យើងអាចក្លាយជាកូនប្រុសដ៏ល្អជាងមុន ។

- N. 4a. Practice defining a term or principle for an investigator. First explain the principle using the “to be” verb. Define what it is, and define what it is not. Then check for understanding by asking your “investigator” to define the term or principle in his or her own words. As you and your companion take turns, help each other correctly use “to be” in your speech. Feel free to pause and ask for feedback or discuss together the best way to express your thoughts and feelings.



Reading

- O. 4a. Read Doctrine and Covenants 18:10 with each other. Discuss why គឺ was used between a noun and adjective. Then write down five sentences that use គឺ in the same way as in the verse. Share your sentences with each other and discuss.



Writing

- P. Practice using the words “truly” and “certainly” in Cambodian. In your notebooks, write down 10 sentences each that use those two words (ពិតជា and ប្រាកដជា). Come up with sentences that use them to talk about nouns (“He truly is a prophet”), verbs (“He truly was called of God”), and adjectives (“This truly is blue”). Share the sentences that you wrote down with your companion.

Group



Speaking

- Q. 4a-c. Imagine you are talking to a woman on the street. The woman asks you, “Who is God? What is He like?” Practice how you would explain God’s attributes and characteristics to this woman. Come up with 10 sentences that use a “to be” verb to do this. Practice saying these sentences out loud.
- R. In your district, split into groups of two companionships per group. One companionship will teach the other companionship about the section entitled “The Restoration of the Gospel of Jesus Christ through Joseph Smith” at the end of lesson 1. Be cognizant of your usage of “to be” verbs as you talk about Joseph’s experience in searching for truth and the blessings that resulted from it. Teach the principle in three minutes, have the other companionship give you feedback, and then teach it again. Switch roles with the other companionship when you finish. Afterwards, as a district, help answer questions about using “to be” verbs that came up as you taught.

Close-Ended Questions

Examples

Will you be baptized?	តើអ្នកយល់ព្រមទទួលបុណ្យជ្រមុជទឹកដែរឬទេ ?
Did you begin reading the Book of Mormon?	តើអ្នកបានចាប់ផ្តើមអានព្រះគម្ពីរមរមនហើយឬនៅ ?
So you feel that . . . Is that right?	ដូច្នេះអ្នកមានអារម្មណ៍ថា...មែនទេ ?
How are you?	តើអ្នកសុខសប្បាយជាទេ ?
Do you believe in God and Jesus Christ?	តើអ្នកជឿលើព្រះ និងព្រះយេស៊ូវគ្រីស្ទ ដែរឬ ?

Explanation

A closed-ended question is a question with a limited number of possible responses. A good example of this is the yes-no question. As a missionary you will use closed-ended questions to extend invitations and follow-up with your investigators. Pay close attention in this section because Cambodian question structure is different from what you may be used to in English.

Yes-No Questions

5a

Asking a yes-no question is made up of three parts:

1. Start your question with the beginning question-particle តើ.
2. Make the statement form of your yes-no question.
3. End your question with the ending question-particle ទេ.

The word តើ indicates to your listener or reader that this sentence is a question. It is often dropped by native speakers. The word ទេ indicates the end of the question. The statement form of your yes-no question is created by changing your question into a regular sentence. If your yes-no question was:

Will you go to church?

Then the statement form of your yes-no question would be:

You will go to church.

Here is a table with many yes-no questions and their corresponding statement forms to help you to see the pattern.

English Yes-No Question	Statement Form	Cambodian Yes-No Question
Is the Church true?	The Church is true.	តើ The Church is true ទេ?
Will you read the scriptures?	You will read the scriptures.	តើ You will read the scriptures ទេ?
Is he our investigator?	He is our investigator.	តើ He is our investigator ទេ?
Can you find time to pray today?	You can find time to pray today.	តើ You can find time to pray today ទេ?
Are you from Cambodia?	You are from Cambodia.	តើ You are from Cambodia ទេ?
Do you sell bananas?	You sell bananas.	តើ You sell bananas ទេ?
Is she your child?	She is your child.	តើ She is your child ទេ?

In English we change the word order of our sentence to create a question. Looking at the table above, all of the bold words are moved to the front of the sentence to create the question form in English. Cambodian yes-no questions are even simpler. The word order between a question and a statement does not change. This makes the addition of the beginning and ending questions particles តើ and ទេ very important, especially for beginning speakers. When used in this way ទេ will have a rising intonation, like the end of an English question. These question particles are the only clue you can give your listeners that you are actually asking a question.

Examples				
តើ	Subject	Verb	Object	ទេ?
តើ (?)	បង You	ចង់រៀន want to learn	អំពីព្រះយេស៊ូគ្រីស្ទ about Jesus Christ	ទេ? no?
Do you want to learn about Jesus Christ?				
តើ (?)	ខ្ញុំ I	អាចប្រែចិត្ត can repent	ពីអំពើបាបរបស់ខ្ញុំ from my sins	ទេ? no?
Can I repent of my sins?				
តើ (?)	ដង្ហាយធូននៃព្រះគ្រីស្ទ Christ's Atonement	មាន has	សារៈសំខាន់ដល់ខ្ញុំ importance to me	ទេ? no?
Is Christ's Atonement important to me?				
តើ (?)	ខ្ញុំ I	នឹងឃើញ will see	ក្រុមគ្រួសាររបស់ខ្ញុំបន្ទាប់ពីជីវិតនេះ my family after this life	ទេ? no?
Will I see my family after this life?				

There are many other ending question particles that are frequently used in Cambodian. Each of these particles, when used, conveys a slightly different meaning or tone of respect in your question. Be sure to study these and practice when they should or shouldn't be used.

Yes-No Ending Particle	Meaning/Usage
ទេ	A generic question marker ("No?").
អេ, អើ, អេស	Informal question marker; a shortened form of ទេ.
អត់	Also an informal form, often used when speaking to those younger than you. Frequently used informally between close friends.
មែនទេ, មែន	"Isn't that right?" Cannot be used with តើ.
ដែរឬទេ	Stronger, more formal form. Requires a direct answer. Typically used in official documents or when extending an invitation.
ដែរឬ	Shortened form of ដែរឬទេ with similar meaning.

Generally speaking, ទេ is sufficient for most cases. However, if you wanted a firm response from an investigator, or you are needing to confirm something someone said, you may find use for these other forms as well. While missionaries typically wouldn't use the less respectful forms of this end particle, it is helpful to mention them so you will recognize them when you hear them every day.

5b

Responding to Yes-No Questions

- ៥០ The preferred way to say yes to a yes-no question is to say the verb of the question. The negative response is given by negating the verb of the question. (See section 11 for more on negating a verb)

Examples

Question	Answer (Yes)	Answer (No)
តើបងចង់រៀនអំពីព្រះយេស៊ូគ្រីស្ទទេ ? <i>Do you want to learn about Jesus Christ?</i>	ចង់ <i>want</i>	អត់ចង់ទេ <i>don't want</i>
តើខ្ញុំអាចប្រែចិត្តពីអំពើបាបរបស់ខ្ញុំបានទេ ? <i>Can I repent of my sins?</i>	ប្រែចិត្តបាន <i>can</i>	អត់បានទេ <i>can't</i>
តើដង្ហាយធូននៃព្រះគ្រីស្ទមានសារៈសំខាន់ដល់ខ្ញុំទេ ? <i>Does Christ's Atonement have importance to me?</i>	មាន <i>has</i>	អត់មានទេ <i>doesn't have</i>
តើខ្ញុំនឹងឃើញក្រុមគ្រួសាររបស់ខ្ញុំបន្ទាប់ពីជីវិតនេះទេ ? <i>Will I see my family after this life?</i>	នឹងឃើញ <i>will see</i>	អត់ឃើញទេ <i>won't see</i>

The generic yes (បាទ/ចាស៍) and no (អត់ទេ) responses are also accepted, though not as commonly used. If they are used, they are typically used with a complete sentence. For example: “Yes, you will see your family after this life.” They are often used as words of acknowledgement to show that you are listening or that you agree with what is being said. They are also used to show politeness. As a general rule, when a sentence begins or ends with បាទ or ចាស៍, it sounds more polite. បាទ and ចាស៍ can also be used to mean “no” when accompanied with ទេ. For example, បាទទេ or បាទអត់ទេ.

Yet? ហើយឬនៅ? - Already or Not Yet?

- ៥១ Another type of closed-ended question is the “yet” question. The grammar of a “yet” question is identical to a yes-no question.

1. Start your question with តើ (the question particle).
2. Make the statement form of your “yet” question.
3. End the question with the phrase ហើយឬនៅ.

Examples

តើ	Subject	Verb	Object	ហើយឬនៅ ?
តើ (?)	អ្នកមីង You (young aunt)	បានពិសា have eaten	បាយ rice	ហើយឬនៅ ? already or not?
<i>Have you eaten (rice) yet?</i>				
តើ (?)	គាត់ She	បានអធិស្ឋាន has prayed	-- --	ហើយឬនៅ ? already or not?
<i>Has she prayed yet?</i>				
តើ (?)	គាត់ He	បានទិញ has bought	ក្រវ៉ាត់កម្ពុយ a tie	ហើយឬនៅ ? already or not?
<i>Has he bought a tie yet?</i>				

The term ហើយឬនៅ is sometimes shortened to ហើយនៅ or just នៅ in less formal speech. The phrase ហើយឬទេ, though less common, is also accepted.

Responding to “Yet” Questions

5e In general, the response to indicate yes to a “yet” question is the word ហើយ (“already”). Use នៅ or អត់ទាន់ to say “not yet.” It is also common to see these responses combined with the verb of the question.

ហើយ - already (sometimes this is repeated for emphasis)

បានហើយ - already complete

នៅ - not yet

អត់ទាន់ - not yet

Examples

Question	Answer (Yes)	Answer (No)
តើអ្នកម្ចីងបានពិសាបាយហើយឬនៅ ? <i>Have you eaten (rice) yet?</i>	ហើយ <i>already</i>	នៅ <i>not yet</i>
តើគាត់បានអធិស្ឋានហើយឬនៅ ? <i>Has she prayed yet?</i>	ហើយៗ <i>already</i>	អត់ទាន់ <i>not yet</i>
តើគាត់បានទិញក្រវ៉ាត់កម្ពុយហើយឬនៅ ? <i>Has he bought a tie yet?</i>	ទិញហើយ <i>already bought</i>	អត់ទាន់ទិញទេ <i>haven't bought it yet</i>

There are also other ways to shorten and change your responses to “yet” questions. Though these will not be discussed in this section, some activities in this section will help you to identify and practice these various forms of responding to yet questions. In all these cases, the grammar is the same.

Remember

- Cambodian question and statement structure are the same, all you need to indicate a question is the question particle តើ.
- When responding to yes-no questions it is most common to respond with the verb of the question.
- When greeting others, asking them if they have eaten yet is a polite way to start a conversation.

Pattern Practice

តើ (question)	បងប្រុស <i>older brother</i>	ហូប <i>to eat</i>	បាយ <i>rice (food)</i>	ហើយឬនៅ? <i>already or not yet?</i>
	អីលឌើរ/ស៊ីស្ទើរ <i>Elder/Sister</i>	រៀបចំ <i>to prepare</i>	មេរៀន <i>lesson</i>	
	លោកពូ <i>younger uncle</i>	អាន <i>to read</i>	កូនសៀវភៅ <i>pamphlet</i>	
	បងស្រី <i>older sister</i>	យល់ព្រម <i>to understand/accept</i>	បុណ្យជ្រមុជទឹក <i>baptism</i>	(ដែរឬ)ទេ? <i>yes or no?</i>
	អ្នកមីង <i>younger aunt</i>	ធ្លាប់ <i>have personally</i>	អំពីព្រះយេស៊ូវគ្រីស្ទ <i>about Jesus Christ</i>	ទេ? <i>yes/no?</i>
	អំប្រុស <i>older uncle</i>	ឆ្ងល់ <i>to wonder</i>	អំពីគោលបំណងនៃជីវិត <i>about purpose of life</i>	

Activities

Personal



Speaking

- A. 5b. There are several different ending particles that you could use to ask a yes-no question in Cambodian. Ask these basic questions out loud in several different ways in Cambodian by only changing the ending particle. See how many ways you can phrase each question. Determine which forms would be the most fitting for each situation.
- | | |
|--|--|
| 1. Do you believe in God? | 2. Do they sell fish at the market? |
| 3. Do you think we should teach him about tithing? | 4. This book comes from God, doesn't it? |
| 5. Is the bishop home right now? | 6. Will you be baptized? |
| 7. Can we meet you tomorrow morning? | 8. These are your scriptures, right? |
| 9. Do you want to go visit Ming Vanna? | 10. Do you like Cambodian food? |



Listening

- B. 5d. Throughout the day, write down 10 questions that you hear a native ask that use the word “yet.” During language study the next day, review the questions you heard. How casual or formal does each question seem? Record what you learn in a notebook.
- C. 5a,d. Cambodians frequently insert the word មាន in questions, which helps convey a meaning somewhat similar to “Have you happened to . . .?” in English. For example: “តើ វិទ្យាល័យមាននៅផ្ទះ អ្នកម៉ឺងគន្ធាសប្តាហ៍មុនទេ ?” has a meaning similar to “Did you happen to go to Ming Kunthea’s house last week?” Throughout the week, write down 10 questions that you hear natives ask that have the word មាន placed before a verb. Next to each question you write down, write the same questions but without the word មាន. Read both versions of each question out loud. How do you think the meanings of the two versions are different from each other? Are they different? Write down what you notice in your notebook. Ask a native to check if you are understanding the meaning correctly.



Reading

- D. Read the last three paragraphs on page 188 of the Cambodian *Preach My Gospel*, beginning with the paragraph that starts, “ការសួរសុំនូវច្រើនពេក . . .” and ending with “...នឹងការខំប្រឹងប្រែងរបស់អ្នក និងដៃគូរបស់អ្នក ។” As you read, pay attention to what constitutes an effective question. Be aware that close-ended questions, while incredibly useful, can also be used very ineffectively while teaching. In your study journal, write in Cambodian what you have learned from this page in *Preach My Gospel* about asking effective close-ended questions. Write down five effective close-ended questions in Cambodian. Rewrite each of those questions three different ways. Which version of each question do you feel like is the most clear? Circle that and plan to use it in a lesson.
- E. 5a-b. Memorize the seven baptismal interview questions. You can find a list of them in your Cambodian *Preach My Gospel* or in the first few pages of your missionary planner. It may be helpful to work on memorizing just one question per day. Longer questions like number five may take more than one day to memorize. As you memorize and practice asking the questions, work on making your voice sound natural, rather than robotic. Ask your companion for help.



Writing

- F. Write out responses to the following “yet” questions. Try and use a variety of ways to answer, (such as នៅ អត់ទាន់ ហើយៗ បានហើយ etc.) rather than answering the same way every time.

For example: តើអ្នកបានទៅក្រុងភ្នំពេញទេ? → មាន ។ / អត់មាន ។

- | | |
|---|--|
| 1. តើអ្នកបានទៅក្រុងភ្នំពេញនៅថ្ងៃចន្ទនេះដែរឬទេ? | 2. តើស៊ីស្ទើរបានហើយទេ? |
| 3. ក្នុងចន្លោះការងារនេះដែរឬទេ? | 4. តើយើងគួរតែធ្វើតាមព្រះទេ? |
| 5. តើព្រះវិហារមានម៉ាស៊ីនត្រជាក់ទេ? | 6. តើបងយល់ព្រមកាន់តាមច្បាប់សុខភាពរបស់ព្រះដែរឬទេ? |
| 7. តើអ្នកបានទៅកាន់ព្រះវិហារទេ? | 8. តើលោកគាត់ស្រឡាញ់កូនចៅទេ? |
| 9. លោកបានទៅកាន់ព្រះវិហារថ្ងៃអាទិត្យនេះដែរឬទេ? | 10. តើប្អូនជឿទៅលើព្រះយេស៊ូវគ្រីស្ទដែរឬទេ? |
| 11. ស៊ីស្ទើរបានចិញ្ចឹមកូនក្មេងដែរឬទេ? | 12. តើអ្នកចង់រស់ជាមួយក្រុមគ្រួសារជារៀងរហូតទេ? |
| 13. តើស៊ីស្ទើរមានឃើញផ្លូវតូចមួយនៅខាងជើងព្រះវិហារទេ? | 14. តើអ្នកបានទៅកាន់ព្រះវិហារទេ? |

- G. Write out responses to the following “yet” questions. Try and use a variety of ways to answer, (such as នៅ អត់ទាន់ ហើយៗ បានហើយ etc.) rather than answering the same way every time.

- | | |
|--|---|
| 1. តើបងមានជំងឺឈាមខ្ពស់ហើយនៅ? | 2. ស៊ីស្ទើរបានហើយនៅ? |
| 3. តើអ្នកបានទៅកាន់ព្រះវិហារនៅថ្ងៃអាទិត្យនេះដែរឬទេ? | 4. តើលោកបានទៅកាន់ព្រះវិហារនៅថ្ងៃអាទិត្យនេះដែរឬទេ? |
| 5. តើអ្នកបានទៅកាន់ព្រះវិហារនៅថ្ងៃអាទិត្យនេះដែរឬទេ? | 6. ប្រធានជិតចប់នៅ? |
| 7. គាត់ចេញបេសកកម្មហើយឬ? | 8. បងស្រីទៅដល់ព្រះវិហារនៅ? |

Companion



Speaking

- H. Practice using បាទ or ចាស៍ in your responses to the following scenarios with your companion. Switch roles every other scenario, as one missionary pretends to greet the other or ask the other a question, and the other missionary tries to speak politely using បាទ or ចាស៍.

For example: Greeting លោកពូរ៉ាសនា → បាទ/ចាស៍ ជំរាបសួរលោកពូ

- | | |
|--|--|
| 1. Thanking អ្នកម៉ឺងស៊ុផល for dinner. | 2. Answering the phone. |
| 3. Someone asks you if that building is a Mormon chapel (it is). | 4. Someone asks you if that building is a Mormon chapel (it is not). |
| 5. Someone asks if you're close to finishing your mission yet. | 6. Someone asks, “Do you like fish?” |
| 7. Someone turns the time over to you for you to quickly introduce yourself. | 8. បងស៊ុផល asks, “Is the Book of Mormon really true?” |
| 9. Someone asks you if you are Cambodian. | 10. Someone asks if you've eaten rice yet. |
| 11. Someone tells you something but you didn't hear everything they said. | 12. Someone asks if you have read the whole Book of Mormon yet. |

- I. Come up with 10 questions that use the words “មែន” or “មែនទេ” in order to ask questions that seek to confirm a fact. Ask your companion the questions and have them answer using words such as “ប្រាកដហើយ,” “ត្រូវហើយ,” or “មែនទេ.” Then switch and have your companion ask you ten “right?” questions.

For example: លោកពូមានកូន៥នាក់មែនទេ? → ប្រាកដហើយ ខ្ញុំមានកូន៥នាក់ ។

- J. Play the game 20 Questions with your companion. One of you will choose a person, place, or thing (that relates to missionary work or Cambodia). The other missionary is allowed to ask 20 close-ended questions in order to try and determine what the other missionary is thinking of. Use as many forms of a close-ended question as you can when you play. Switch roles once the first player has asked all 20 questions.



Listening

- K. Get to know your companion better. Ask him or her about what they like to do using only close-ended questions. Ask 10 questions, and then switch.
- L. 5b. If you have a native companion or a companion who has been on his or her mission a significant amount of time, ask him or her to explain to you in Cambodian the difference between the different forms of close-ended questions, such as ដែរឬទេ, ទេ, ដែរឬ, and មែនទេ.



Reading

- M. Read Alma 5:6–30 with your companion, alternating the reader every two verses. As you read, pay special attention to how Alma’s questions are worded. Discuss with each other which forms of close-ended questions you saw as you read. What connotations do the different forms used in this passage of scripture deliver to the reader?



Writing

- N. Brainstorm with each other what you think the most common close-ended questions are that investigators ask you when you teach about the plan of salvation. Record the questions you think of in your notebooks. Discuss with each other how you can better respond to each question in order to help the investigator understand better. Write down your thoughts in your notebook.

Group



Speaking

- O. With a group, imagine that you are in a busy Cambodian market. You are attempting to contact the people who are walking around. The older missionary (by age) in each companionship will be “the missionaries” in this scenario first. All the other missionaries will just be people walking around the market. The “missionaries” should try and get a conversation going with several of the “strangers” walking around. The missionaries need to grab a stranger’s attention, find out a need that he or she has, and invite the “stranger” to learn about the gospel by promising him or her blessings that relate to the need that the missionaries have learned the stranger has. Use a few brief close-ended questions. The missionaries need to keep each contact to two minutes or less and attempt to get the person’s contact information and set up a return appointment. After each missionary has contacted four people, switch roles.



Listening

- P. With a group, have all the native Cambodian speakers pretend to interview non-natives for baptism. You can skip question four. Those being interviewed should pretend that they are one of the investigators whom they are teaching. Think about how prepared your investigators really are for baptism. Think of topics or concepts that each investigator might not completely understand yet. How well does he or she understand what it means to repent? Write down in a notebook what you feel. Discuss and make plans to adjust your teaching for that person as needed.

Asking Who and What

Examples

What is your name?	តើអ្នកឈ្មោះអ្វី ?
What else do we need to do this week?	តើយើងត្រូវធ្វើអ្វីទៀតសប្តាហ៍នេះ ?
Who else can we invite to come to church?	តើមាននរណាទៀតដែលយើងអាចអញ្ជើញទៅព្រះវិហារ ?
What was difficult about it for you?	តើមានការលំបាកអ្វីខ្លះចំពោះអ្នក ?
Who else can we invite to hear our message?	តើមាននរណាទៀតដែលយើងអាចអញ្ជើញឲ្យស្តាប់សារលិខិតរបស់យើង ?

Explanation

Questions regarding “who” and “what” are part of the family of open-ended questions. An open-ended question has an almost limitless number of possible answers. Typically any question not limited to a yes-no response is considered an open-ended question.

Basic Question Structure

In Cambodian the question words “who” and “what” may appear anywhere in the sentence where you can use a noun. In other words, who or what you are asking about can appear as the subject or the object of your phrase. This deviates from English, in which the question word will almost always appear at the start of your sentence or phrase.

A good practice is to simply place your question word where the desired information would go. As with close-ended questions, “who” and “what” questions also use the តើ beginning question particle.

តើ	Subject	Verb	Object	តើ	Subject	Verb	Object
តើ	អ្នកណា <i>Who</i>	ស្រឡាញ់ <i>loves</i>	ព្រះ ? <i>God</i>	តើ	ព្រះ <i>God</i>	ស្រឡាញ់ <i>loves</i>	អ្នកណា ? <i>who</i>
<i>Who loves God?</i>				<i>Who does God love?</i>			

These two questions use the exact same words. In fact, their only difference is that the words អ្នកណា and ព្រះ are switched. However, these two sentences convey two very different questions. Be cautious as you formulate questions in your head to ensure that you place the question word in the correct place.

តើ	Subject	Verb	Object
តើ	អ្នកណា <i>Who</i>	ត្រូវការ <i>needs</i>	ជំនួយ ? <i>help ?</i>
<i>Who needs help?</i>			
តើ	មានអ្វី <i>What</i>	នឹងជួយ <i>will help</i>	យើងចងចាំព្រះគ្រីស្ទ ? <i>us remember Christ ?</i>
<i>What will help us to remember Christ?</i>			

In these two examples you can see that the question word comes first in the sentence. In other words, these examples are asking about the subject of the sentence—who is needing help and what is helping us. In both cases the thing we are asking about is doing the action, so it appears at the start of your sentence, as the subject, in basic subject-verb-object (SVO) format.

In the second example above, when the question word អ្វី is used at the start of the sentence, it can sometimes sound abrupt. To give your “what” question greater fluency, say មានអ្វី or អ្វីទៅ. Listen to native speakers as they use these two phrases. Try to use these phrases in similar circumstances to evoke the same tone and meaning.

តើ	Subject	Verb	Object
តើ	ខ្ញុំ I	អាចជួយ can help	អ្នកណា who?
Who can I help?			
តើ	ខ្ញុំ I	អាចធ្វើ can do	អ្វី what?
What can I do?			

In these two examples the question word comes at the end, as the object. This is consistent with what we have learned about the SVO sentence structure. In other words, the question is about the thing or person that is receiving the action. Someone is receiving the help or something is receiving the doing.

Notice the different placement of the question words in Cambodian and English. In Cambodian we keep the object at the end of the question, even when it is the question word. In English we tend to move the question word to the start of the sentence. English does this to help listeners know that they are hearing a question. In Cambodian this is unnecessary, thanks to the placement of the beginning question particle តើ.

It is also very common to see a prepositional phrase before or after your question. Below are the same four examples as before, only this time with a prepositional phrase added to each one. Pay attention to where the question particle តើ, the question word (“what” or “who”), and the prepositional phrase appear in the question.

6b

តើ	Subject	Prep Phrase	Verb	Prep Phrase	
តើ	អ្នកណា Who	នៅតំបន់យើង in our area	ត្រូវការជំនួយ needs help	ពីយើង from us	
Who in our area needs help from us ?					
តើ	Sub	Verb	Object	Prepositional Phrase	
តើ	អ្វី What	នឹងជួយ will help	យើងចងចាំព្រះគ្រីស្ទ us remember Christ	ពេលយើងអត់នៅព្រះវិហារ when we aren't at church	
What will help us to remember Christ when we aren't at church ?					
Prep Phrase	តើ	Sub	Verb	Object	Prep Phrase
បន្ទាប់ពីខ្ញុំចេញពីផ្ទះ After I leave from house	តើ	ខ្ញុំ I	អាចជួយ can help	អ្នកណា who	មុនអាហារពេលថ្ងៃត្រង់ before lunch
After I leave the house, who can I help before lunch?					
តើ	Sub	Verb	Obj	Prepositional Phrase	
តើ	ខ្ញុំ I	អាចធ្វើ can do	អ្វី what	ដើម្បីផ្លាស់ប្តូរអាកប្បកិរិយាបស់ខ្ញុំចំពោះដៃគូខ្ញុំ to change my attitude towards my companion	
What can I do to change my attitude towards my companion ?					

Sometimes it can be difficult to know where to put everything once your questions become more complex. Remember, in each of the examples above, the basic question structure stayed the same, despite whatever was added on.

Listed below are other words used to express “who” and “what” in Cambodian. Their usage is identical to the usage demonstrated above. In most cases picking the right word is just a matter of preference or popularity in a particular province.

អ្នកណា	Who/which person
អ្នកណាគេ	Who/which one of them
(ពី)ណាគេ	Shortened form of អ្នកណាគេ
នរណា	Who/which person

អ្វី	What
អី	Shortened form of អ្វី
ស្ទី	What (informal/rude)
អីគេ/ស្ទីគេ	Colloquial form of “what” (informal)

Responding to “Who” and “What” Questions

Responding to a “who” or “what” question is easy. Simply respond with the desired information. If you want to respond with a complete sentence, replace the question word from the question with the desired information, and you are done.

Examples

Question	Short Answer	Full Sentence Answer
តើអ្នកណាត្រូវការជំនួយ ? <i>Who needs help?</i>	ប្រធានបេសកកម្ម <i>The mission president.</i>	ប្រធានបេសកកម្មត្រូវការជំនួយ ។ <i>The mission president needs help.</i>
តើអ្វីទៅនឹងជួយយើងចងចាំព្រះគ្រីស្ទ ? <i>What will help us remember Christ?</i>	ផ្លាកឈ្មោះរបស់អ្នក <i>Your nametag.</i>	ផ្លាកឈ្មោះរបស់អ្នកនឹងជួយអ្នកចងចាំព្រះគ្រីស្ទ ។ <i>Your nametag will help you remember Christ.</i>
តើខ្ញុំអាចជួយអ្នកណា ? <i>Who can I help?</i>	ដៃគូរបស់អ្នក <i>Your companion.</i>	អ្នកអាចជួយដៃគូរបស់អ្នក ។ <i>You can help your companion.</i>
តើខ្ញុំអាចធ្វើអ្វី ? <i>What can I do?</i>	អធិស្ឋាន <i>Pray.</i>	អ្នកអាចអធិស្ឋាន ។ <i>You can pray.</i>

១២

Another way to respond to questions like these is to restate the question with the question word first and then add the word ដែល (this may require you change the question to passive voice; for more on passive voice see section 16). Then use the “to be” verb គឺ to connect the question to the answer.

Examples

Restate the Question	គឺ	Answer
អ្នកដែលត្រូវការជំនួយ <i>The person who needs help</i>	គឺ <i>is</i>	ប្រធានបេសកកម្ម ។ <i>the mission president.</i>
អ្វីដែលនឹងជួយយើងចងចាំព្រះគ្រីស្ទ <i>The thing that will help us remember Christ</i>	គឺ <i>is</i>	ផ្លាកឈ្មោះរបស់យើង ។ <i>our nametags.</i>
អ្នកដែលខ្ញុំអាចជួយ <i>The person who I can help</i>	គឺ <i>is</i>	ដៃគូរបស់ខ្ញុំ ។ <i>my companion.</i>
អ្វីដែលខ្ញុំអាចធ្វើ <i>The thing I can do</i>	គឺ <i>is</i>	អធិស្ឋាន ។ <i>pray.</i>

Pattern Practice

តើ (question)	ព្រះយេស៊ូវគ្រីស្ទ <i>Jesus Christ</i>	គឺជា <i>is</i>	អ្នកណា ? <i>who?</i>
	តួនាទីនៃសាសនា <i>role of religion</i>	គឺជា <i>is</i>	អ្វី ? <i>what?</i>
	បងប្រុស <i>older brother</i>	មាន <i>to have</i>	សំណួរ <i>question</i>
	(មិន/អត់) <i>(negator)</i>		(ទេ) <i>(negator)</i>
	អ៊ែលឌើរ/ស៊ីស្ទើរ <i>Elder/Sister</i>	បង្រៀន <i>to teach</i>	កង្វល់ <i>concern</i>
តើ (question)	អ្នកណា <i>Who</i>	គឺជា <i>is</i>	ព្យាករណ៍? <i>prophet?</i>
	អ្វី <i>What</i>	នាំមក <i>to bring</i>	សុភមង្គល? <i>happiness</i>
	អ្វី <i>What</i>	ជួយ <i>to help</i>	បងប្រុស <i>older brother</i>
			រក <i>to find</i>
			ឥឡូវនេះ <i>now</i>
			នៅក្នុងជីវិតនេះ <i>in this life</i>
			សេចក្តីសុខសាន្ត <i>peace</i>

Activities

Personal



Speaking

- A. 6a-c. Practice asking for a referral out loud. Think about how you could best form a question that uses the word “who.” Remember that your goal is to help the investigator or member feel a desire to direct you to one of their friends, relatives, or neighbors, so ensure that your choice of words and tone of voice is encouraging, motivating, and comforting.
- B. 6a-c. Think about one of the lessons that you will be teaching today. Brainstorm all of the “what” questions that you think may be asked in that lesson by the person whom you are teaching. For example, if you are teaching about the Restoration of the gospel, some “what” questions might be “What are scriptures?” “What is the priesthood?” or “What will you be teaching me about today?” Practice asking yourself those questions out loud and responding to them. Craft your responses to be simple and concise.



Listening

- C. 6a-c. In a wordbook or in your planner, list as many different ways as you can think of to ask “who” in Cambodian. Throughout the week, keep a tally of how many times you hear a native use each form of the question. At the end of the week, see which forms of the question people used the most. The way people ask “who” can vary greatly depending on what part of Cambodia you are in. Repeat this activity in every area you serve in to help you get a grasp on the local vernacular. Record your findings in your wordbook or journal.



Reading

- D. Read Alma 22:15. Pay attention to the use of អ្វី in questions as well as in statements in this verse. Write out in Cambodian how you would personally reply to the king’s questions if they were asked by one of your investigators.
- E. 6a. Read the titles of chapter 1 and chapter 5 in *Preach My Gospel*. How are the forms of the questions in these two titles different from each other? Rewrite both of them in the opposite format. For instance, if one has the word “what” at the beginning of the question, rewrite the question so that “what” now appears at the end. Is there a difference in connotation if the “what” appears at the beginning or end? Record your thoughts in your journal. Ask a native what he or she thinks about it.



Writing

- F. 6d-e. The statements listed below are answers to questions. What questions would you have asked to elicit these answers? On a separate sheet of paper, write the question that corresponds with the given answer. Do not use the same form of “who” for every question you write down. Alternate between the different words for “who” that were outlined in the explanation. If possible, use who to ask about both the subject and object of the sentence. Note that these statements below could have multiple corresponding questions.

For example: Veasna knows that the Book of Mormon is true. → អ្នកណាដឹងថាព្រះគម្ពីរមរមនគឺជា ការពិត ?

1. Bishop has the keys to open the church building.
2. I read the last verse.
3. Vireak will be baptized next week.
4. The sisters taught Om Navi.
5. I want the bishop to baptize me.
6. Jesus Christ performed the Atonement for you.
7. Heavenly Father sent His Beloved Son to the earth.
8. Russell M. Nelson is the prophet today.
9. We could meet Sophea at three o’clock.
10. These are Kunthy’s scriptures.

- G. 6a-c. Translate the following questions asking “what.” Do not use the same form of “what” for every question you write down. Determine which form of the word “what” would be the most appropriate for each question.

For example: What are you doing? តើអ្នកកំពុងតែធ្វើអ្វី?

1. What is faith?
2. The gospel of Jesus Christ includes what principles?
3. What is this?
4. What do you hope to get from meeting with us?
5. What can we do to improve our service this next week?
6. What verse stood out to you in that passage?
7. What? (Asking someone to repeat something)
8. What is your name?
9. What religion do you follow?
10. What did you say?

Companion



Speaking

- H. Use “who” questions to quiz each other over the area book. Each of you take turns asking the other about a record in the area book. The other person has to respond by describing that person and his or her current status. Alternate between different forms of the question “Who?” to improve your abilities. This activity should help you review the concept of asking “who” as well as learn your area book better. Repeat this activity every time you get to a new area.
- I. Practice getting to know someone. Have your companion pretend to be one of his or her best friends from back home who isn’t a member of the Church. Ask questions that use “who” or “what” to get to know this person and to find out what needs he or she has. After you are done, switch with your companion. Now you will pretend to be one of your best friends, and your companion will try and get to know your friend.



Listening

- J. Watch *The Restoration* video (20 min.) in Cambodian. Write down all the “who” and “what” questions you hear on a piece of paper. Highlight the questions that were asked in a way that you’ve never heard before. Practice asking out loud all the questions you wrote down.
- K. With your companion, practice speaking on the phone. Your companion will pretend to be a referral given to you by a member. Use “who” and “what” questions to ensure that you are speaking to the correct person and to learn a little bit about that person as well. Try and schedule an appointment to meet him or her. Once you are finished with the practice phone call, switch with your companion and pretend to be another member referral. Continue to switch back and forth until each of you has had three opportunities to “call a referral.”



Reading

- L. 6a-c. Read the following “who” questions with your companion. Translate them into Cambodian. Discuss other “who” questions that could be useful to use while out contacting. Check your answers.
1. Who do you know who has a relative that has just died?
 2. Who has just moved to this area?
 3. Do you know who Jesus Christ is?
 4. Who do you know that has just had a baby?
 5. Who do you know that needs some encouragement?
 6. Who do you know that we can do some service for?
 7. Who is Christian in this neighborhood?
 8. Who lives here with you?



Writing

- M. 6a-c. With your companion, write down 10 questions that use the word អ្វី that you could ask the next time you go through the points of “How to Begin Teaching” in a lesson. Practice asking the questions to each other. The companion who doesn’t ask the question should try and formulate a response so that they can think about how the question would make the investigator think or feel. Determine which questions are effective and which are not. Record the effective questions in your study journal. Seek to add more effective questions to this list throughout your mission.
- N. When used in a lesson, “who” or “what” questions can sometimes be ineffective, since the answers can often be too specific. Asking “Who was the next prophet after Noah?” would be an example of an ineffective question. With your companion, brainstorm 15 effective questions using “who” or “what” that you use in any of your proselyting activities. Try to vary the forms of the questions that you come up with (don’t just use អ្នកណា or អ្វី). A useful word to help a question feel less interrogative is the word ខ្លះ; it shows that there could be many different right answers rather than just one specific answer. Write down the questions you come up with in your planner. Follow-up with each other at the end of the day during daily planning to see how effective your use of “who” and “what” questions was.

For example, an effective “what” question would be, “តើអ្នកមានសំណួរអ្វីខ្លះអំពីអ្វីដែលពួកខ្ញុំបានបង្ហាញឲ្យឃើញ?” An effective “who” question could be “តើអ្នកស្គាល់ពីណាគេដែលត្រូវការពរជ័យនៃដំណឹងល្អ?”

Group



Listening

- O. Have a native speaker talk to your group about the differences in usage between the different forms of “who” and “what” questions. Have them explain to you their thoughts about which word would be appropriate for what situation, and which words they feel may not be appropriate for missionaries to use.

Nouns - Building on the Basics

Examples

By receiving the gift of the Holy Ghost, we begin a new spiritual life.	តាមរយៈការទទួលអំណោយទាននៃព្រះវិញ្ញាណបរិសុទ្ធ យើងបានកើតជាថ្មីម្តងទៀតខាងវិញ្ញាណ ។
Sin always leads to unhappiness	អំពើបាបតែងតែនាំទៅរកអពមង្គល ។
Faith in Jesus Christ is the first principle of the gospel.	សេចក្តីជំនឿទៅលើព្រះយេស៊ូវគ្រីស្ទគឺជាគោលការណ៍ទីមួយនៃដំណឹងល្អ ។
Immortality is a free gift for all people.	អមតភាពគឺជាអំណោយដោយឥតគិតថ្លៃចំពោះមនុស្សទាំងអស់ ។
The Book of Mormon contains the fullness of the gospel.	ព្រះគម្ពីរមរមនមាននូវភាពពេញលេញនៃដំណឹងល្អ ។

Explanation

In this section you will focus on improving your mastery of nouns. You will learn how to make nouns singular and plural. You will learn the various prefix and suffix modifiers that can be attached to create nouns. You will learn how to change the form of a noun to modify meaning. The final part of this section focuses on pronouns and specifically a set of pronouns called kinship terms. Pay close attention as you study pronouns and kinship terms as they are an important part of Cambodian culture. More than any other principle in this book, the correct use of kinship terms will enable you to show love and respect for others in the Cambodian language. The principles in this section are best learned through practice and experience.

Plural Nouns

All nouns in Cambodian are inherently singular and plural, meaning the word *book* could just as easily mean *books*. Whether a noun is singular or plural is usually determined by the context. However, a pluralizing prefix or suffix may be added to avoid ambiguity.

Word	Type	Structure	Example
ពួក <i>plural (for people)</i>	prefix	ពួក + noun/ pronoun	ពួកខ្ញុំទៅផ្ទះ ។ <i>We are going home.</i>
ទាំងឡាយ <i>generic plural</i>	suffix	noun/pronoun + ទាំងឡាយ	ទូលបង្គំសូមអរព្រះគុណទ្រង់សម្រាប់ពរជ័យ ទាំងឡាយនេះ ។ <i>We thank Thee for these blessings.</i>
ទាំងស្រុង <i>complete</i>	suffix	noun/pronoun + ទាំងស្រុង	កិច្ចការទាំងស្រុងនៃព្រះគ្រីស្ទ ។ <i>The complete works of Christ.</i>
ទាំងមូល <i>whole</i>	suffix	noun/pronoun + ទាំងមូល	ប្រទេសកម្ពុជាទាំងមូលត្រូវការជំនួយ ។ <i>The whole of Cambodia needs help.</i>
ទាំងអស់ <i>all</i>	suffix	noun/pronoun + ទាំងអស់	ពួកខ្ញុំទាំងអស់ទៅផ្ទះ ។ <i>We are all going home.</i>
ទាំងអស់គ្នា <i>all together</i>	suffix	noun/pronoun + ទាំងអស់គ្នា	ពួកខ្ញុំទាំងអស់គ្នាទៅផ្ទះ ។ <i>We are all going home together.</i>
ទាំងនេះ <i>these</i>	suffix	noun/pronoun + ទាំងនេះ	សៀវភៅទាំងអស់នេះជារបស់ខ្ញុំ ។ <i>These books are mine.</i>

ទាំងនោះ those	suffix	noun/pronoun + ទាំងនោះ	អ្វីដែលទាំងនោះជា គណៈប្រធានអង្គការបឋមសិក្សា ។ Those older aunts are the <i>primary presidency</i> .
ទាំងពីរ both	suffix	noun/pronoun + ទាំងពីរ	ពួកខ្ញុំទាំងពីរស្រឡាញ់ម្ហូបខ្មែរ ។ We both love <i>Cambodian food</i> .

Creating Nouns (Suffix and Prefix Nominalization)

7b A prefix is a particle or combination of letters that is added to the start of a word to change its meaning or form. A suffix changes the meaning or form of a word by adding a particle or combination of letters to the end of a word. When a prefix or suffix is used to change a word from its original form to a noun, it is called nominalization. In short, sometimes a prefix or suffix can be attached to a verb or an adjective to transform it into a noun. Below is a list of the most common nominalizations and their inherent meaning.

Note: Occasionally a suffix or prefix will change a noun to a new noun or an adjective to a verb. While these are not technically nominalizations they are still instructive and a few examples of this have been included below.

- ភាព - prefix/suffix – *the state of*

ភាព is one of the three most common nominalizations. In the examples below a word is introduced as the “root word.” The prefix or suffix is added to the root word. The new nouns are found in the farthest right column.

Root Word	Part of Speech	Add the Prefix/Suffix	Noun
សមរម្យ <i>charming/ decent</i>	adj.	ភាព+សមរម្យ <i>the state of being decent</i>	ភាពសមរម្យ <i>decency</i>
ឯកឯង <i>lonely/ isolated/alone</i>	adj.	ភាព+ឯកឯង <i>the state of being lonely</i>	ភាពឯកឯង <i>loneliness/isolation</i>
សកម្ម <i>active</i>	adj.	សកម្ម+ភាព <i>the state of being active</i>	សកម្មភាព <i>an activity</i>
រីករាយ <i>happy</i>	adj.	ភាព+រីករាយ <i>the state of being happy</i>	ភាពរីករាយ <i>happiness</i>
ស្ងប់ស្ងាត់ <i>silent</i>	adj.	ភាព+ស្ងប់ស្ងាត់ <i>the state of being silent</i>	ភាពស្ងប់ស្ងាត់ <i>silence</i>
ស្មើគ្នា <i>equal</i>	adj.	ភាព+ស្មើគ្នា <i>the state of being equal</i>	ភាពស្មើគ្នា <i>equality</i>
ល្អឥតខ្ចោះ <i>perfect</i>	adj.	ភាព+ល្អឥតខ្ចោះ <i>the state of being perfect</i>	ភាពល្អឥតខ្ចោះ <i>perfection</i>
ផលិត <i>to produce</i>	verb	ផលិត + ភាព <i>the state of producing</i>	ផលិតភាព <i>productivity</i>

- សេចក្តី - prefix/suffix – *the situation of*

When translating សេចក្តី nominalizations, it can help to think of the phrase “a _____ situation.” Look at the combinations below to get a feel for how សេចក្តី is used.

Root Word	Part of Speech	Add the Prefix/Suffix	Noun
អំណរ <i>happiness/joy</i>	noun	សេចក្តី+អំណរ <i>the situation of happiness</i>	សេចក្តីអំណរ <i>happiness/joy</i>
សុចរិត <i>good/virtuous/moral</i>	adj.	សេចក្តី+សុចរិត <i>the situation of good</i>	សេចក្តីសុចរិត <i>righteousness</i>
ត្រូវការ <i>to need</i>	verb	សេចក្តី+ត្រូវការ <i>the situation of needing</i>	សេចក្តីត្រូវការ <i>needs</i>
ស្រឡាញ់ <i>to love</i>	verb	សេចក្តី+ស្រឡាញ់ <i>the situation of love</i>	សេចក្តីស្រឡាញ់ <i>love</i>
សន្យា <i>to promise</i>	verb	សេចក្តី+សន្យា <i>the situation of promising</i>	សេចក្តីសន្យា <i>a promise</i>
សុខសាន្ត <i>peaceful</i>	adj.	សេចក្តី+សុខសាន្ត <i>the situation of peaceful</i>	សេចក្តីសុខសាន្ត <i>peace</i>
សុខ <i>healthy</i>	adj.	សេចក្តី+សុខ <i>the situation of healthy</i>	សេចក្តីសុខ <i>health</i>
យុត្តិធម៌ <i>fair/just</i>	adj.	សេចក្តី+យុត្តិធម៌ <i>the situation of fairness</i>	សេចក្តីយុត្តិធម៌ <i>justice</i>
វេទនា <i>miserable</i>	adj.	សេចក្តី+វេទនា <i>the situation of miserable</i>	សេចក្តីវេទនា <i>misery</i>
ទុក្ខលំបាក <i>burdened</i>	adj.	សេចក្តី+ទុក្ខលំបាក <i>the situation of burdened</i>	សេចក្តីទុក្ខលំបាក <i>burdens</i>
អៀនខ្មាស់ <i>shy/embarrassed</i>	adj.	សេចក្តី+អៀនខ្មាស់ <i>the situation of embarrassment</i>	សេចក្តីអៀនខ្មាស់ <i>shame</i>

- ការ - prefix/suffix – *the act of*

ការ is one of the most versatile prefixes in Cambodian. ការ on its own can mean work, occupation, business, or matter. When used as a prefix it has the feel of “the act of _____” or “to do the work of _____” or perhaps “to be about the _____ business.”

Root Word	Part of Speech	Add the Prefix/Suffix	Noun
ដ្ឋាន <i>place/spot/region</i>	noun	ការ+ដ្ឋាន <i>a place of action</i>	ការដ្ឋាន <i>work site/ construction site</i>
ស្រេកឃ្លាន <i>hungry/thirsty</i>	adj.	ការ+ស្រេកឃ្លាន <i>the act of being hungry</i>	ការស្រេកឃ្លាន <i>hunger/thirst</i>
ពិត <i>true</i>	adj.	ការ+ពិត <i>the act of being true</i>	ការពិត <i>truth</i>
ដកដង្ហើម <i>to breathe</i>	verb	ការ+ដកដង្ហើម <i>the act of breathing</i>	ការដកដង្ហើម <i>breathing/ respiration</i>
ណែនាំ <i>to guide</i>	verb	ការ+ណែនាំ <i>the act of guiding</i>	ការណែនាំ <i>guidance</i>
អធិស្ឋាន <i>to pray</i>	verb	ការ+អធិស្ឋាន <i>the act of praying/ wishing</i>	ការអធិស្ឋាន <i>prayer</i>
បម្រើ <i>to serve</i>	verb	ការ+បម្រើ <i>the act of serving</i>	ការបម្រើ <i>service</i>
ប្រសិទ្ធពរ <i>to bless</i>	verb	ការ+ប្រសិទ្ធពរ <i>the act of blessing</i>	ការប្រសិទ្ធពរ <i>a blessing</i>
ទទួលខុសត្រូវ <i>to take responsibility</i>	verb	ការ+ទទួលខុសត្រូវ <i>the act of taking responsibility</i>	ការទទួលខុសត្រូវ <i>responsibility</i>
ទៀងទាត់ <i>consistent</i>	adj.	ការ+ទៀងទាត់ <i>the act of being consistent</i>	ការទៀងទាត់ <i>consistency</i>

Use of ការ in Gerunds

Gerunds are nouns that are derived exclusively from verbs by adding the suffix *-ing*.

For example: *Running* is a good cardio workout. (Gerund)

In the sentence above the word *running* is a noun. Don't confuse this with the present continuous tense of the verb *to run* which is also *running*.

For example: He is *running* on the treadmill. (Present Continuous)

Notice how in this sentence the word *running* functions as a verb. To a native English speaker it may seem like the word *running* in these two examples is the same word. It may be spelled the same, but its use in each sentence is actually different. In section 24 you will learn how to use present continuous verbs that end in *-ing*.

To make a verb into a gerund in Cambodian you add the prefix ការ to your verb. This in essence turns your verb into a noun by adding “the act of _____” before your verb.

Examples

ព្រះគម្ពីរជាសៀវភៅពិសិដ្ឋដែលមានការបង្រៀននៃព្យាករ ។

*The scriptures are sacred books that have the **teachings** of the prophets.*

ការអាន ការពិចារណា ហើយការអធិស្ឋាន អំពីព្រះគម្ពីរមរមនគឺចាំបាច់សម្រាប់ការផ្លាស់ប្រែចិត្តជឿជ័ស្ថិតស្ថេរ ។

***Reading, pondering, and praying** about the Book of Mormon are critical for an enduring conversion.*

ការធ្វើតាមផ្លូវនៃដំណឹងល្អអាចជំរុញយើងទៅកាន់តែជិតនឹងព្រះ ។

***Following** the gospel path can draw us nearer to God.*

ការប្រែចិត្តពីអំពើបាបរបស់យើងជួយឲ្យយើងមានអារម្មណ៍ពីការអភ័យទោសពីព្រះអង្គក្នុងជីវិតយើង ។

***Repenting** of our sins allows us to feel God's forgiveness in our lives.*

ការពឹងផ្អែកនៅលើព្រះវិញ្ញាណជួយឲ្យព្រះជួយអ្នកនៅគ្រប់ចំណុចនៃកិច្ចការអ្នក ។

***Relying** on the Spirit allows God to help you in every aspect of your work.*

- អ្នក - prefix – person who

This prefix is equivalent to the English suffix *-er*, as in *helper*, *worker*, and *writer*. When it is placed before a verb it means “person who ____.”

Root Word	Part of Speech	Add the Prefix/Suffix	Noun
រៀន <i>to learn</i>	verb	អ្នក+រៀន <i>person who learns</i>	អ្នករៀន <i>student/learner</i>
ដឹកនាំ <i>to lead</i>	verb	អ្នក+ដឹកនាំ <i>person who leads</i>	អ្នកដឹកនាំ <i>leader</i>
ដើរ <i>to walk</i>	verb	អ្នក+ដើរ <i>person who walks</i>	អ្នកដើរ <i>walker/pedestrian</i>

- កិច្ច - prefix/suffix – matter, act, affair, task, agreement

Root Word	Part of Speech	Add the Prefix/Suffix	Noun
សន្យា <i>to promise</i>	verb	កិច្ច+សន្យា <i>act of agreement</i>	កិច្ចសន្យា <i>contract/promise</i>
ការ <i>act/work</i>	noun	កិច្ច+ការ <i>the task of work</i>	កិច្ចការ <i>action/work/ homework</i>
ភារៈ <i>charge/duty</i>	noun	ភារៈ+កិច្ច <i>the duty of a matter</i>	ភារកិច្ច <i>task/burden/duty</i>
ប្តេជ្ញា <i>to determine/ be firm</i>	verb	កិច្ច+ប្តេជ្ញា <i>an agreement of commitment</i>	កិច្ចប្តេជ្ញា <i>civil obligation</i>

- កម្ម - prefix/suffix – *action, deed, act, activity, a work, calamity, fate, karma*

When this nominalization is used to denote *activity* then it is often modified to សកម្ម instead of just កម្ម.

Root Word	Part of Speech	Add the Prefix/Suffix	Noun
កិរ <i>person</i>	noun	កម្ម+កិរ <i>action + person</i>	កម្មកិរ <i>worker</i>
ភាព <i>state of</i>	suffix	សកម្ម+ភាព <i>a state of + action</i>	សកម្មភាព <i>an activity</i>
សិទ្ធិ <i>authority/right</i>	noun	កម្មសិទ្ធិ <i>actions + right/authority</i>	កម្មសិទ្ធិ <i>legal possession</i>
ជាតិ <i>born/natural</i>	adj.	ជាតិ+កម្ម <i>natural born + action</i>	ជាតិកម្ម <i>naturalization</i>
បេសក <i>expedition/ envoy</i>	prefix	បេសក+កម្ម <i>an envoy + action</i>	បេសកកម្ម <i>a mission</i>
ឃាត <i>to kill</i>	verb	ឃាត+កម្ម <i>the act of killing</i>	ឃាតកម្ម <i>murder</i>
កសិ <i>relating to farming</i>	prefix	កសិ+កម្ម <i>acts relating to farming</i>	កសិកម្ម <i>agriculture</i>
ផលិត <i>to produce</i>	verb	ផលិត+កម្ម <i>act that produces</i>	ផលិតកម្ម <i>production</i>

- អំពើ - prefix – *deed, action, interest, gain, magic*

Root Word	Part of Speech	Add the Prefix/Suffix	Noun
អាក្រក់ <i>bad</i>	adj.	អំពើ+អាក្រក់ <i>action that is wrong</i>	អំពើអាក្រក់ <i>evil deed</i>
ល្អ <i>good</i>	adj.	អំពើ+ល្អ <i>action that is good</i>	អំពើល្អ <i>good deed</i>
ឃោឃៅ <i>cruel</i>	adj.	អំពើ+ឃោឃៅ <i>action that is cruel</i>	អំពើឃោឃៅ <i>cruelty</i>
ពុករលួយ <i>corrupt</i>	adj.	អំពើ + ពុករលួយ <i>act + corrupt</i>	អំពើពុករលួយ <i>corruption/corrupt acts</i>

- ឋាន/ដ្ឋាន - prefix/suffix – *place, spot, region*
- This nominalization as a prefix is usually spelled ឋាន, while as a suffix is spelled ដ្ឋាន. It is popular to denote religious or government places. Occasionally it appears in words as the form ស្ថាន.

Root Word	Part of Speech	Add the Prefix/Suffix	Noun
មនុស្ស <i>people/mankind</i>	noun	ឋាន+មនុស្ស <i>place of mankind</i>	ឋានមនុស្ស <i>earth/human world</i>
ស្វគិ <i>heavenly</i>	adj.	ឋាន+ស្វគិ <i>heavenly place</i>	ឋានស្វគិ <i>heaven</i>
តោជនីយ <i>edible/good to eat</i>	adj.	តោជនីយ+ដ្ឋាន <i>good to eat + place</i>	តោជនីយដ្ឋាន <i>restaurant</i>
នរក <i>sinners/devil</i>	noun	ឋាន+នរក <i>place + devils</i>	ឋាននរក <i>hell</i>
មូល <i>root/source/base</i>	noun	មូល+ដ្ឋាន <i>base + place</i>	មូលដ្ឋាន <i>base/foundation/grounds</i>
នាយក <i>chief/leader/boss</i>	noun	នាយក+ដ្ឋាន <i>leaders + place</i>	នាយកដ្ឋាន <i>headquarters/base</i>
បទ <i>law or decree</i>	noun	បទ+ដ្ឋាន <i>state of + law</i>	បទដ្ឋាន <i>standard/norm</i>
ភាព <i>the state of</i>	suffix	ស្ថាន+ភាព <i>a place + state</i>	ស្ថានភាព <i>a state/situation</i>
កសិ <i>relating to farming</i>	prefix	កសិ+ដ្ឋាន <i>place relating to farming</i>	កសិដ្ឋាន <i>a farm</i>

- ករ/ជន - suffix – *person, actor, agent, doer*

Root Word	Part of Speech	Add the Prefix/Suffix	Noun
ប្រជា <i>population/humanity</i>	noun	ប្រជា+ជន <i>population of people</i>	ប្រជាជន <i>people</i>
បណ្តា <i>plural/all</i>	adj.	បណ្តា+ជន <i>all of the people</i>	បណ្តាជន <i>all people/inhabitants</i>
បរទេស <i>foreign</i>	adj.	ជន+បរទេស <i>foreign person</i>	ជនបរទេស <i>foreigner</i>
ភៀសខ្លួន <i>to flee escape</i>	verb	ជន+ភៀសខ្លួន <i>person who flees/escapes</i>	ជនភៀសខ្លួន <i>fugitive/refugee</i>
យុវៈ <i>youthful</i>	adj.	យុវ+ជន <i>youthful person</i>	យុវជន <i>young man</i>
វីរ <i>brave/courageous/strong</i>	adj.	វីរ+ជន <i>brave person</i>	វីរជន <i>hero</i>
សាធារណៈ <i>public</i>	adj.	សាធារណ+ជន <i>public + people</i>	សាធារណជន <i>the public/masses</i>

អតិថិ <i>guest</i>	noun	អតិថិ+ជន <i>guest person</i>	អតិថិជន <i>customer</i>
កសិ <i>relating to farming</i>	prefix	កសិ+ករ <i>person relating to farming</i>	កសិករ <i>farmer</i>
កម្ម <i>action</i>	prefix	កម្ម+ករ <i>person who acts</i>	កម្មករ <i>worker</i>
ផលិត <i>to produce</i>	verb	ផលិត+ករ <i>person who produces</i>	ផលិតករ <i>producer</i>

- អា - prefix – adds a pejorative, derogatory, or very familiar meaning to a noun.

Commonly used in addressing close friends or those regarded as inferiors. It is often used to refer to something with which one is annoyed. It can also be used to prefix an adjective to convey the meaning of “that __ (adj.) __ thing.” This prefix would certainly be inappropriate for a missionary to use under most circumstances. It would imply either an intimate closeness that would be inappropriate between a missionary and others, or that you have a contempt for the person or thing you are addressing. That being said, it is pervasively used in colloquial Cambodian. Many of your investigators will commonly use this prefix. In that regard, a missionary who knows this prefix and understands its use will be better able to understand and help their investigators come unto Christ.

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Root Word	Part of Speech	Add the Prefix/Suffix	Noun
ណា <i>which</i>	noun	អា+ណា <i>which thing</i>	អាណា <i>which thing</i>
នេះ <i>this</i>	noun	អា+នេះ <i>this thing</i>	អានេះ <i>this thing</i>
ហ្នឹង <i>this/that</i>	noun	អា+ហ្នឹង <i>this thing</i>	អាហ្នឹង <i>this thing</i>
ក្រហម <i>red</i>	adj.	អា+ក្រហម <i>red thing</i>	អាក្រហម <i>red thing</i>
ខ្ពស់ <i>tall</i>	adj.	អា+ខ្ពស់ <i>tall thing</i>	អាខ្ពស់ <i>tall thing</i>
ធំ <i>big</i>	adj.	អា+ធំ <i>big thing</i>	អាធំ <i>big thing</i>
ឯង <i>you</i>	noun	អា+ឯង <i>you</i>	អាឯង <i>you</i>
តូច <i>little</i>	adj.	អា+តូច <i>little thing</i>	អាតូច <i>little thin</i>
វា <i>you (to little kids)</i>	noun	អា+វា <i>you/he/she</i>	អាវា <i>you/he/she</i>
ម៉ាប៉ <i>fat</i>	adj.	អា+ម៉ាប៉ <i>fat guy</i>	អាម៉ាប៉ <i>fat guy</i>
សម្លាញ់ <i>a love</i>	noun	អា+សម្លាញ់ <i>my love</i>	អាសម្លាញ់ <i>my love</i>

Creating Nouns: Infix Nominalizations

The Cambodian transformative infix can change a vowel or adjective into a noun. In a few cases it even transforms adjectives to verbs as well. The rules below explain how a word will change when the infix nominalization is applied. These rules represent the majority of cases. Understand that there are exceptions to these rules as well.

- The first consonant of a root word is softened and detached from any sub-consonant or vowel.
- An អំ អំន or អង់ is added to the first consonant of the root word.
- The rest of the word is then put after the initial syllable.

The examples below are not exhaustive but are sufficient for you to gain a feel for how infixes work. Also, sometimes the infix of a verb or adjective, while it is technically a noun, will still be used as an adjective or verb. This is rather common, so be sure to listen for it in your everyday interactions.

Examples:

Root Word		Infix Transform (Noun)	Root Word		Infix Transform (Noun)
កប់ <i>to bury</i>	verb/adj.	កំណប់ <i>buried treasure</i>	ឈឺ <i>sick</i>	adj.	ជម្ងឺ <i>sickness</i>
កត់ <i>to write down</i>	verb	កំណត់ <i>note/memo</i>	ជ្រួញ <i>to wrinkle</i>	verb/adj.	ជម្រួញ <i>a wrinkle</i>
កើត <i>to be born</i>	verb	កំណើត <i>birth/beginning</i>	ជន់ <i>to flood/to deluge</i>	verb	ជំនន់ <i>a flood/high water</i>
ក្រាល <i>to spread/cover</i>	verb	កំរាល <i>a cover/mat</i>	ជាន់ <i>to step/walk on/level</i>	verb	ជំនាន់ <i>era/age/level</i>
ក្រិត <i>to mark/notch</i>	verb	កំរិត <i>a limit/standard</i>	ជូន <i>to give/send</i>	verb	ជំនូន <i>gift/dowry</i>
ខ្លាច <i>scared</i>	adj.	កំណាច <i>fear/dread</i>	ជួស <i>to replace</i>	verb	ជំនួស <i>replacement</i>
ខ្លាំង <i>strong</i>	adj.	កម្លាំង <i>strength</i>	ជឿន <i>to advance</i>	verb	ជំនឿន <i>progress/advances</i>
ចេះ <i>to know how</i>	verb	ចំណេះ <i>knowledge</i>	ឈ្នះ <i>to win</i>	verb	ជំនះ <i>victory/success</i>
ជួយ <i>to help</i>	verb	ជំនួយ <i>help</i>	ជ្រាល <i>sloping/offset</i>	adj.	ជំរាល <i>a slope/inclination</i>
ជឿ <i>to believe</i>	verb	ជំនឿ <i>to believe</i>	ជើស <i>to choose</i>	verb	ជំជើស <i>a choice</i>
ខ្ជិល <i>lazy</i>	adj.	កំជិល <i>laziness</i>	ឈរ <i>to stand/upright</i>	verb/adj.	ជំហរ <i>stance/stand</i>
កាត់ <i>to cut/slice</i>	verb	កំណាត់ <i>a piece/portion/cloth</i>	ឈាន <i>to step</i>	verb	ជំហាន <i>step/stride</i>
ភ្ជួរ <i>to twist/tie</i>	verb	កំភ្ជួរ <i>a knot/twist</i>	ដាក់ <i>to put/place</i>	verb	ជំណាក់ <i>resting place/lodging</i>
ក្រី <i>poor</i>	adj.	កំរី <i>poor</i>	ដាច់ <i>broken/disconnected</i>	verb/adj.	ជំណាច់ <i>gap/separation</i>
ក្រង <i>to weave</i>	verb	កំរង <i>a braid</i>			

ចង <i>to tie/bind</i>	verb	ចំណង <i>a knot/binding</i>	ខឹង <i>angry</i>	adj.	កំហឹង <i>anger</i>
ចត <i>to stop/park</i>	verb	ចំណត <i>parking place</i>	ស្លាប់ <i>to die</i>	verb	សំលាប់ <i>to kill (verb)</i>
ចាប់ <i>to catch/grasp</i>	verb	ចំណាប់ <i>capture/a grip</i>	ចាស់ <i>old</i>	adj.	ចំណាស់ <i>oldness</i>
ចាយ <i>to spend</i>	verb	ចំណាយ <i>expenses</i>	ខ្វល់ <i>to care about</i>	verb	កង្វល់ <i>a concern</i>
ចិត <i>to peel/slice</i>	verb	ចំណិត <i>slice/sliver/bit</i>	ថ្វាយ <i>to offer</i>	verb	ដង្ហាយ <i>an offering</i>
ឆី <i>to consume/eat</i>	verb	ចំណី <i>snack/fodder</i>	ត្រូវ <i>to need</i>	verb	តម្រូវ <i>a need</i>
ចែក <i>to divide/distribute</i>	verb	ចំណែក <i>a part/portion</i>	ថ្លា <i>clear</i>	adj.	តម្លា <i>clarity</i>
ថោត <i>steep/sheer</i>	adj.	ចំណោត <i>slope/inclination</i>	ថ្លៃ <i>expensive</i>	adj.	តម្លៃ <i>price</i>
ចោទ <i>to accuse/blame</i>	verb	ចំណោទ <i>accusation</i>	ត <i>to continue</i>	verb	តំណ <i>joint/link/generation</i>
ចាំ <i>to remember</i>	verb	ចំណាំ <i>memory/recollection</i>	តឹង <i>tight/strict</i>	adj.	តឹងរ៉ឹង <i>tightness/strictness</i>
ជួប <i>to meet</i>	verb	ចំនួប <i>meeting/encounter</i>	តូច <i>small/young</i>	adj.	តំណូច <i>smallness/youth</i>
ច្រើត <i>to harvest/ reap</i>	verb	ចំរុះ <i>a crop/harvest</i>	តោង <i>to catch hold</i>	verb	តំណោង <i>a grip/something to hang on to</i>
ឆុត <i>accurate/exact</i>	adj.	ចំហុត <i>precision/exactness</i>	ធ្ងន់ <i>heavy</i>	adj.	ទម្ងន់ <i>weight/heaviness</i>
ក្អិត <i>to vomit</i>	verb	កំអួត <i>vomit</i>	ធ្លាប់ <i>to have done</i>	adv.	ទម្លាប់ <i>a habit</i>
គាស់ <i>to pry up</i>	verb	គម្ពាស់ <i>a pry bar</i>	ទប់ <i>to block/close/cover</i>	verb	ទំនប់ <i>a dam/barrier</i>
គ្រប <i>to close/cover</i>	verb	គម្រប <i>a lid/covering</i>	ទាប <i>low/short</i>	adj.	ទំនាប <i>lowland/fat place</i>
ឃ្លាន <i>hungry</i>	adj.	គំឈាន <i>hunger</i>	ទិញ <i>to buy</i>	verb	ទំនិញ <i>merchandise</i>
ឃាត់ <i>to forbid</i>	verb	គំហាត់ <i>a ban/prohibition</i>	ទើប <i>recently</i>	adv.	ទំនើប <i>modern/fashion</i>
ឆ្លាក់ <i>to carve/sculpt</i>	verb	ចម្លាក់ <i>carving/statue</i>	ស្រេក <i>thirsty</i>	adj.	សម្រេក <i>thirst</i>
ធ្លាក់ <i>to fall</i>	verb	ទម្លាក់ <i>to drop/force to fall</i>	ស្រឡាញ់ <i>to love</i>	verb	សម្លាញ់ <i>a love</i>
ទន់ <i>soft</i>	adj.	ទំនន់ <i>softness</i>	ស្គាល់ <i>to know (recognize)</i>	verb	សំគាល់ <i>a sign/marking</i>

Pronouns

As discussed in previous sections, a pronoun is a word that takes the place of a noun in your sentence. In English these are the words *I, me, my, you, your, he, him, his, she, her, it, its, we, us, our, they, them, and their*. There is evidence to suggest that first-person pronouns were never a part of the Cambodian language until the French colonized Cambodia in 1863. Instead of pronouns a speaker would simply use titles and names to address or talk about other nouns. Only after the influence of the French colonization did some words evolve into functional pronouns in the Cambodian language. Following are the functional pronouns now used in modern Cambodian:

First-Person Pronouns

In English a first-person subject would be "I" or "we" while a first-person object would be "me" or "us." In Cambodian "I" and "me" are the same word. Similarly, "we" and "us" are the same word.

Cambodian	English
ខ្ញុំ	<i>I (generic)</i>
ខ្ញុំបាទ	<i>I (polite, showing deference or respect - male)</i>
នាងខ្ញុំ	<i>I (polite, showing deference or respect - female)</i>
ខ្ញុំម្ចាស់	<i>I ("slave of the master" - female)</i>
អញ	<i>I (superior to inferior, or intimate to intimate)</i>
ខ្ញុំព្រះករុណា	<i>I (a layman to monk or to a ruler)</i>
អគ្គា	<i>I (monk to a layman)</i>
ទូល(ព្រះ)បង្គំ	<i>I (subject to royalty/deity)</i>
Kinship Terms	<i>I (see kinship terms)</i>
យើង	<i>I (royalty or deity)/I (colloquial)</i>
ពួកខ្ញុំ	<i>We (generic, polite)</i>
យើង	<i>We (generic)</i>
យើងខ្ញុំ	<i>We (organization to public, polite)</i>
ពួកយើង	<i>We (generic)</i>
ពួកទូល(ព្រះ)បង្គំ	<i>We (subjects to royalty or deity)</i>

Notice that the prefix ពួក pluralizes a pronoun. The suffix ទាំងឡាយ may also be used in this way though it is not as common.

Examples

ខ្ញុំបាទគឺជាអ្នកផ្សព្វផ្សាយសាសនា ។
I am a missionary.

ពួកខ្ញុំគឺជាអ្នកតំណាងនៃព្រះយេស៊ូវគ្រីស្ទ ។
We are representatives of Jesus Christ.

ពួកទូលបង្គំសូមឲ្យទ្រង់ជួយពួកទូលបង្គំចែកចាយសក្ខីភាពរបស់ពួកទូលបង្គំ ។
*We ask thee to help **us** share **our** testimonies.*

បទគម្ពីរទាំងឡាយជួយខ្ញុំមានសន្តិភាពនៅក្នុងជីវិតខ្ញុំ ។
*The scriptures help **me** to have peace in **my** life.*

<<ចូរកាន់តាមព្រះបញ្ញត្តិទាំងឡាយរបស់យើងចុះ ។>>
*"Keep **my** commandments."*

ខ្ញុំចង់បម្រើបេសកកម្ម ។
I want to serve a mission.

Second-Person Pronouns

The second-person pronoun in English is *you*. Although there are functional first- and third-person pronouns in Cambodian, expressing *you*, *your*, or *yours* in Cambodian still relies more heavily on titles and names than generic pronouns. Below are listed the few titles and generic "you" pronouns that do exist. Keep in mind though that the most common way to speak in Cambodian is to use a name, title, or kinship term instead of the word *you*. For example, instead of saying "Do you like it?" you might say instead, "Does Elder Smith like the Book of Mormon?" as you are talking to Elder Smith.

អ្នក	<i>you (generic place-holder form, impolite, only used in writing, or when God speaks to man)</i>
គាត់	<i>you (generic)</i>
នាង	<i>you (for women – miss – young women)</i>
លោក	<i>you ("Mr." – for men)</i>
លោកស្រី	<i>you (Ma'am – for women)</i>
ទ្រង់	<i>you (Thee, Thy, Thou – for royalty and deity)</i>
ឯង	<i>you (informal, intimate, or very rude)</i>
Kinship Terms	<i>you (most common – see kinship terms)</i>

Second-person pronouns are both singular and plural. The prefix ពួក and the suffix ទាំងឡាយ can be used to indicate the plurality of a second-person pronoun though ពួក should never be used to pluralize royal or superior pronouns.

Examples

លោកបានជួយខ្ញុំមកកាន់ព្រះយេស៊ូវគ្រីស្ទ ។
***You** have helped me come unto Christ*

ខ្ញុំជឿថា **you** អាចឈប់ជក់បារី ។
*I believe that **you** can quit smoking.*

ការអធិស្ឋានរបស់គាត់បានអញ្ជើញព្រះវិញ្ញាណ ។
***Your** prayer invited the Spirit.*

<< អ្នកត្រូវបានហៅឲ្យបម្រើ... >>
*"**You** have been called to serve . . ."*

ពួកទូលបង្គំសូមឲ្យទ្រង់ការពារក្រុមគ្រួសាររបស់ពួកទូលបង្គំ ។
*We ask **Thee** to protect our families.*

Third-Person Pronouns

In English the third-person pronouns are *he, him, his, she, her, hers, it, its, they, them, and their*. Using names and titles is also often considered talking in the third-person, though a name is not a pronoun but a proper noun. For example, in the sentence, "Is Brother Noun coming to the party?" the term *Brother Noun* is a third-person proper noun because neither the speaker nor the listener is Brother Noun. Cambodian has a few generic third-person pronouns that are commonly used and widely accepted. They are listed below.

វា	<i>it (for inanimate objects, animals, children, inferiors)</i>
គាត់	<i>he/she (generic polite – most common/speaking of a group of people whom you individually know)</i>
លោក	<i>he (for a superior or for male clergy)</i>
ទ្រង់	<i>he/she (for deity or royalty)</i>
(ពួក)គេ	<i>they (generic – for those of lower status/speaking generally of a group)</i>
ពួកគាត់	<i>they (generic – polite – for those of high status, speaking of a group of people whom you individually know)</i>
Kinship Terms	<i>He/she (see kinship terms)</i>

Examples

សត្វគោនោះ កំពុងតែឆក់ជើងវា ។
That cow is kicking **its** leg.

ខ្ញុំសង្ឃឹមថា គាត់នឹងមកព្រះវិហារ ថ្ងៃនេះ ។
I hope **he** comes to church today.

យ៉ូសែប ស្មីធ បានជឿថា លោកត្រូវបានព្រះហៅ ។
Joseph Smith believed that **he** was called of God.

ទ្រង់បានធ្វើដង្ហាយធូនរបស់ទ្រង់សំរាប់យើងម្នាក់ៗ ។
He performed **His** Atonement for each of us.

ខ្ញុំចង់ទៅនិយាយជាមួយពួកគេ ។
I want to go talk to **them**.

Kinship Terms

7g A kinship term is a special pronoun used to address, and to talk about other people in Cambodian. Kinship terms take the place of regular pronouns like I, you, me, or him. In traditional Cambodian you refer to yourself and others using kinship terms, or your official status. As a missionary you will typically refer to yourself as ខ្ញុំ, but you will refer to others using their appropriate kinship term. The easiest way to know what kinship term to use is to simply ask yourself, how are we related, or how would we be related if we were family? The correct kinship term is directly related to age. Being able to identify the age and maturity of those around you will be an essential survival skill as you learn to speak the language.

In learning the kinship terms it can be helpful to build a family tree like the one below. Once you have taken time to study the terms on the family tree, take a look at the examples below to see how kinship terms are used in everyday speech.

This family tree is not exhaustive though it includes many of the most common familial terms. The terms that are underlined in the list above are the common kinship terms that can also function as pronouns to **those who are not related to you**. You will hear these terms every day and must learn to use them in your everyday speech.

1. great grandfather/great grandmother: តាទ្ងាត / យាយទ្ងាត
2. great-uncle: ជីដូនមា
3. grandfather/grandmother: លោកតា / លោកយាយ
4. great-aunt: ជីដូនមីង
5. uncle/aunt (younger): ពូ / មីង
6. father/mother: ឪពុក / ម្តាយ
7. uncle/aunt (older): អំប្រុស / អ៊ីស្រី
8. brother-in-law/sister (younger): ប្អូនប្រុសថ្លៃ / ប្អូនស្រី
9. brother/sister-in-law (older): បងប្រុស / បងស្រីថ្លៃ
10. husband/wife: ប្តី / ប្រពន្ធ
11. cousin (female): ជីដូនមួយស្រី
12. cousin (male)/cousin's wife: ជីដូនមួយប្រុស / ប្រពន្ធជីដូនមួយ
13. nephew/niece: កូនប្រុស / កូនស្រី
14. son/daughter: កូនប្រុស / កូនស្រី
15. grandson/granddaughter-in-law: ចៅប្រុស / ចៅស្រីថ្លៃ
16. great-grandson/great-granddaughter: ចៅទ្ងាតប្រុស / ចៅទ្ងាតស្រី

Remember the correct kinship term always depends on your relative age compared to the person you are talking to. What you call someone else will depend on whether that person is old enough to be your grandpa, uncle, older sibling, niece, child, or grandchild.

Examples

ខ្ញុំសូមឲ្យលោកពូមានឧត្តម្ចីនេះ?
Would **you (younger uncle)** read this scripture?

តើបងជឿទៅលើព្រះយេស៊ូវគ្រីស្ទទេ ?
Do **you (older sibling)** believe in Jesus Christ?

តើអ័យល់ព្រមទទួលពិធីបុណ្យជ្រមុជទឹកនៅខែទី៣ ថ្ងៃទី១១ ដៃបូទេ ?
Will **you (older aunt)** be baptized on March 11th?

ម៉ែស្រលាញ់កូន ។
I (mother) love **you (child)**.

ចៅចង់ជួយតា ។
I (grandkid) want to help **you (grandpa)**.

ចៅមកស្រុកខ្មែរ ធ្វើអ្វី ?
What are **you (grandchild)** doing in Cambodia?

ចៅចង់បង្រៀនលោកយាយ ហើយក្រុមគ្រួសារយាយ ពីព្រះយេស៊ូវគ្រីស្ទ ។
I (grandchild) want to teach **you (grandma)** and **your (grandma's)** family about Jesus Christ.

Ask investigators and members how they address their family members. Many people will have their own kinship terms depending on tradition, heritage, and what they think sounds good. This is like how the words Grandpa, Paps, Pappy, Pops, Gramps, or Granddad can all be names for your grandfather in English. Some people will prefer one name over another based on how it sounds or how close they feel to you.

Remember

- A noun can be created using a prefix or a suffix that is attached to the start or the end of another word. Typically these prefix/suffix attachments have intrinsic meaning.
- A noun can be created using the infix transformation
- Pronouns are more flexible in Cambodian than in English and must be used appropriately.
- Kinship terms are the most common type of pronoun used.

Activities

Personal



Speaking

- A. Use the picture to answer the questions. Say the terms out loud as you go. Check your answers. For example: What pronoun would #9 use to address #10? Answer: អ្នក

- Person 1 and 2 are married to each other
- Person 3 and 7 are married to each other
- Person 4 and 6 are married to each other
- Person 9 and 10 are married to each other
- Person 5 is the daughter of 4 and 6
- Person 8 is the daughter of 1 and 2
- Person 3 and 7 are parents to 2, 6, and 9
- Person 9 is older than 6, and 6 is older than 2



1. What pronoun would #7 use to address #8?
 2. What pronoun would #3 use to address #1 and #2?
 3. What pronoun would #6 use to address #10?
 4. What pronoun would #1 use while giving a prayer to refer to the group?
 5. What pronoun would #10 use to talk about #7?
 6. What pronoun would #9 use to talk about himself to #8?
 7. What pronoun would #4 use to refer to herself when talking to #5?
 8. What pronoun would #10 use to talk about herself, #1, #3, and #8 as a group?
 9. What pronoun would you use to refer to you and your companion when talking with #7?
 10. What pronoun would #6 use to talk about himself in the presence of #5?
 11. What pronoun would you and your companion use to address #4?
 12. What pronoun would #2 use to address #1?
 13. What pronoun would #8 use to talk about herself during a conversation with #1 and #2?
 14. What pronoun would #9 use to refer to himself while talking with #2?
 15. What pronoun would you and your companion use to address #9?
- B. Sometimes a noun is immediately followed by its pronoun. This is done to show greater respect and to add meaning to a phrase. Practice using pronouns immediately after nouns by going through your area book and saying one good thing about each of your investigators and one need of theirs that needs to be addressed in a coming lesson. Example: ម៉ីងណាវីតាត់ជាមនុស្សល្អម្នាក់ ។



Listening

- C. Practice listening for infixes. For one transfer, write down in a notebook every infix you hear someone use that you don't already know. Identify the base word of that infix. Write it next to its companion word. Go back and frequently review the infixes that you've written down till you are comfortable using all of them.

- D. Terms of address vary greatly across Cambodia. A city-person may have a very different vocabulary for familial relations than a rural farmer, and a Chinese-Cambodian may have an entirely different vocabulary than both of them. In a journal, keep track of the most prevalent terms used in each one of the areas that you serve in. Notice whether people tend to err on the side of older or younger when addressing others. As you serve in more areas, compare and contrast the words people use in different parts of the country. Write down the patterns you see in a notebook.



Reading

- E. Read John 11:40–44. This is the story of Jesus raising Lazarus from the dead. Take note of the pronouns used by Jesus as He addresses each person (Martha, His Father, Lazarus), as well as the pronouns used by the narrator to talk about Jesus and others. On a sheet of paper, list all of the pronouns used, and next to each one, write down whom each pronoun was addressing. Compare what you find with what you've learned about the use of proper pronouns in this section.
- F. Read 2 Nephi 15:3–5. These verses come from a chapter in Isaiah. Notice what pronouns the translators chose to use when the Lord refers to Himself and when He addresses the people. Now flip open in the Old Testament to Isaiah 5:3–5. How are these verses translated differently than their sister verses in the Book of Mormon? Which pronouns are different? How do these different pronouns affect the connotation of these verses? Write your thoughts down in a notebook. Ask a native speaker about the difference between these pronouns used in the scriptures if you have any questions.



Writing

- G. On a separate piece of paper, practice changing the following verbs and adjectives into nouns using nominalization. Some of the words given are actually simple nouns that gain added meaning when combined with one of the following particles. Use common particles such as ការ, ភាព, សេចក្តី, អំពើ, ជ្ជាន (ឋាន ស្ថាន) កម្ម, ករ, ចរ, និយម, កិច្ច, and ជន. Most of these words have several nominalization particles that could be attached to them to create several different words. Keep in mind though that you cannot add any nominalization particle to any word you want. Some nominalizations are incorrect for a given word. Add all the particles that sound right for each word and check your answers with the answer key. Please note that the answer key is not exhaustive; it contains only the most common nominalizations for each word. There may be several more answers for each word than those listed in the answer key.

- | | |
|------------------|--------------|
| 1. រីករាយ | 12. ក្រីក្រ |
| 2. សោកស្តាយ | 13. បាប |
| 3. ហិង្សា | 14. ជាតិ |
| 4. សម្ភារៈ | 15. បើកបរ |
| 5. ទេស (country) | 16. ធូរស្រាល |
| 6. ព្រមព្រៀង | 17. សន្យា |
| 7. ភៀសខ្លួន | 18. សញ្ញា |
| 8. ល្អ | 19. កសិ- * |
| 9. សប្បុរស | 20. កីឡា |
| 10. កាន់ | 21. ទូត |
| 11. ពុករលួយ | 22. ផលិត |

- H. Practice using pronouns by assigning a pronoun to each situation below. Then construct a sentence in Cambodian that uses that pronoun to talk about the specified noun. Be aware of the social situation given, since it will affect which pronoun you ought to use. Check your answers with the pronouns given in the answer key in the back. In the answer key, there are also sample sentences for each situation. For example: A dog វា វាស្រស់ស្អាត។

- | | |
|--|---|
| 1. "he" referring to Joseph Smith | 9. "she" referring to a little girl |
| 2. "they" referring to Cambodians in general | 10. "we" a business to the public |
| 3. "you" employee to female | 11. "we" yourself and your companion |
| 4. "I" a human to God | 12. "you" a layman to a monk |
| 5. "I" a monk to a layman | 13. "I" female to a high superior |
| 6. "he/she" referring to your companion | 14. "we" yourself, your companion, and the investigator you're teaching |
| 7. "I" God to a human | 15. "I" lay to clergy/subject to ruler |
| 8. "I" male to a high superior | 16. "they" referring to the bishopric |

- I. On a separate sheet of paper translate these English words into Cambodian using the prefix អ្នក. Some of the less-intuitive ones have a hint beside them. Check your answers with the answer key after you're finished.

For example: missionary (a person who advertises religion) អ្នកផ្សព្វផ្សាយសាសនា

- | | |
|--|---|
| 1. winner | 10. apostate ("one who betrays religion") |
| 2. driver | 11. singer |
| 3. speaker | 12. helper |
| 4. skilled person | 13. someone from ភ្នំពេញ |
| 5. patriot ("one who loves their country") | 14. author |
| 6. well-educated person ("one who knows") | 15. listener |
| 7. seller | 16. doer |
| 8. dishwasher | 17. rich person ("one who has") |
| 9. investigator ("one who learns") | 18. farmer ("one from the fields") |

Companion



Speaking

- J. The way you address others and yourself is much more important in Cambodian than in English. As missionaries, using appropriate terms of address to talk about yourself is very important. Using words like អញ to talk about yourself is not appropriate for missionaries. Ask five different native speakers (ideally Church leaders) about what they think of the words ពួកខ្ញុំ, ពួកយើង, and អ៊ែលខ្មែរ/ស៊ីស្ទើរ. Which one do they feel is the most appropriate and professional for missionaries to use to refer to themselves? Record what they tell you in a journal and determine what the best way to refer to yourself and your companion would be.
- K. Practice using gerunds ("-ing" nouns) with your companion. Make a list of 20 verbs with each other. Then one of you will make a sentence that transforms the first verb into a gerund, and the other will use that same word to create a sentence that uses the present continuous tense (កំពុងតែ) of the verb. Keep going down the list, switching off between who changes the verb into a gerund and who speaks in the present continuous tense. Note that these two forms are not interchangeable; the sentence structure must be changed to switch from one to the other. If you are unfamiliar with the present continuous tense, you can learn about it in section 27: Verb Tenses.

For example: Gerund= ការញ៉ាំបាយជួយឲ្យខ្ញុំមានថាមពល។

Present continuous tense= ខ្ញុំកំពុងតែញ៉ាំបាយដើម្បីមានថាមពល។



Listening

- L. Ask your companions about their family. Ask questions about their family history, where their relatives live, how many siblings they have, how many first cousins they have, etc. Then switch.
- M. For one week with your companion, write down every sentence you hear that uses a pronoun differently from how you would normally use it, like if someone uses យើង to refer to themselves in singular first-person, or if someone addresses you as គាត់. Also record who said it and in what circumstance. Discuss your findings with each other at the end of the week.



Reading

- N. Read Matthew 10:35–37. Focus on how the Savior uses family relations to teach about sacrifice. Write down any that you do not know and look them up in this chapter's explanation or in the dictionary. Also, as a cultural side note, in Cambodia there are many false rumors that have been spread about Christianity that most Cambodians believe until they actually learn about Christianity for themselves. One of those rumors comes from a misunderstanding of these verses in Matthew. Discuss with your companion about how you should address the rumor that family isn't important to Christians and that Christians are taught to hate their mother and father. Write down in your journal what you discuss with your companion.



Writing

- O. Translate the following sentences in order to practice using plural pronouns. Translate each sentence twice, both generally, as if context is already established, and specifically, to make sure the listener knows that you are talking about multiple people. Note that using plural second-person pronouns (like "you all") can be tricky in Cambodian. In some regions saying something like អ្នកទាំងអស់គ្នា is perfectly fine. In other regions, older people may view that as rude and you may have to address each relation in the room (ខ្ញុំអញ្ជើញលោក អ្នកមីង និងលោកយាយទៅព្រះវិហារ). Check your translations with the answer key in the back. Afterwards, discuss with your companion what the best way to address multiple people in the second-person is in your region.

For example: I see them. ខ្ញុំឃើញគាត់។ (general) ខ្ញុំឃើញពួកគាត់។ (specific)

1. They are prophets, seers, and revelators.
2. Will you all come to church? (to two men about 30 years old)
3. We were riding our bikes.
4. They were playing volleyball here earlier today. (you don't know them)
5. They are playing soccer outside. (a grandmother referring to her young grandchildren)
6. Your friends and family need the blessings of the gospel. (speaking in Church over the pulpit)
7. They told Joseph that he shouldn't join any of those churches. (speaking about God and Jesus Christ)
8. We are grateful for the true gospel. (said in a prayer)
9. Will you be baptized? (to a family of five)
10. They will come for zone conference. (speaking about the mission president and his wife)

- P. With your companion, generate the related infixes from the following list of verbs and adjectives. Check your answers with the answer key in the back.

- | | |
|-----------|------------|
| 1. កាច | 14. ដេក |
| 2. ចាស់ | 15. គំរ |
| 3. ខុស | 16. ប្រៀង |
| 4. ល្អ | 17. ឲ្យ |
| 5. ចង់ | 18. ឆ្ងាយ |
| 6. ភ្លឺ | 19. គិត |
| 7. សែង | 20. ចូល |
| 8. ធ្ងន់ | 21. រៀប |
| 9. ដើរ | 22. ស្ល |
| 10. គួរ | 23. ច្បាំង |
| 11. ខ្ពស់ | 24. គ្រប |
| 12. ជិះ | 25. ចុច |
| 13. ជ្រៅ | 26. ក្តៅ |

Group



Speaking

- Q. Have each member of the group tell about his or her family while practicing the proper use of family names. This would be a good activity to combine with the “Adjectives” lesson by listing your family members and then describing them.
- R. In a group, create several scenarios with a different person acting as an investigator in each scenario. Choose an age, gender, and occupation for each person in the scenario. Take turns participating in a scenario as either a missionary or an investigator. Before each scenario, have the person playing the investigator tell the rest of the group the age, gender, and occupation of the investigator in the scenario. Have the missionaries get to know that person while using the correct title.
- S. Repeat the previous activity (activity R), but this time have two to four missionaries play different investigators, and practice teaching and addressing multiple people at once.

Review: State of Being

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking About and Expressing a State of Being

- The “to be” verbs – គឺជា ធ្វើជា ក្លាយជា
- Asking close-ended questions
- Asking “who?” and “what?”
- Nouns

Activities

Personal



Speaking

- A. Write down in Cambodian five goals which you hope to accomplish in the next six months. Phrase each goal so that it has the words ផ្ទាល់ខ្លួន or ខ្លួនខ្ញុំផ្ទាល់ in it. Share your goals with your companion and ask for their feedback on the grammar you used in your sentences. Put the list of goals somewhere where you will read it every day.



Listening

- B. Find a young man or woman who is preparing to serve a mission. Ask him or her to practice introducing the Book of Mormon to you. Write down any of the phrases they use with “របស់” and “នៃ.” Ask the member to help you use those words correctly in your own teaching.



Reading

- C. Read in the Cambodian Book of Mormon in Alma 34: 20–27. Underline the word “របស់” and pay attention to how it is used. Create a lesson plan about prayer for one of your investigators and include these verses in it. Practice teaching your plan to your companion who will play the role of that investigator and give feedback on how well you used possessives.
- D. Read the section labeled “គោលបំណងរបស់អ្នក” on page 1 of the Cambodian *Preach My Gospel*. On a separate sheet of paper make three lists: Conjunctions, Prepositions, and Possessives. List out all the corresponding words contained within the paragraph. Check your answers.



Writing

- E. On a separate sheet of paper, write the translation for each sentence in Cambodian. Check your answers.
1. Whose responsibility is it to teach the gospel in the family?
 2. Missionaries teach the doctrine of Christ.
 3. My faith in the Atonement of Jesus Christ is strong.
 4. This is គាត់’s Book of Mormon.
 5. Your tithing money helps the church build temples.
 6. Jesus Christ is everyone’s Savior, even though some people don’t believe.
 7. The Church of Jesus Christ of Latter-day Saints.

- F. With your companion, go through the lessons in chapter 3 of *Preach My Gospel*. On a separate sheet of paper, summarize each lesson into a paragraph of what doctrines and messages it is about. Be sure to use the words ព័រ/អំពិ as you make these summaries. Try and get to the essence of each lesson, like if you had to share each lesson in a minute or less.

Companion



Speaking

- G. Imagine that while you are walking to your next appointment, you see a man waiting for a bus, reading a newspaper. You invite him to listen to your message. His response to you is that all religions teach us to be good and that it doesn't matter what religion we belong to as long as we are doing good things. With your companion, practice testifying to the man that you know there is a God, that He is our Father in Heaven, and that He has a plan for us. Once finished, switch roles and do it again. Take about two to three minutes for each companionship.
- H. Tell your companion a story about something that happened to the both of you within the last week. Make use of both ថា and ដែល five times each. After you are done, have your companion correct your usage of ថា and ដែល. Then switch roles and let your companion tell you a different story, while making use of ថា and ដែល.



Listening

- I. Ask your companion to tell you about their three favorite possessions before the mission. Listen to their use of conjunctions, prepositions, and possessive particles as they tell you about these things. Have them explain why they chose to give up these things to come on a mission. After they are finished, give any necessary feedback on their usage of these grammar principles, then switch.



Reading

- J. Read 2 Nephi 1:3 and Mosiah 19:21 with your companion. How is the word ខ្លួន used in these verses? Discuss with your companion, and brainstorm as many other phrases you can think of which use ខ្លួន in this manner. Write down what you come up with in your notebook.

Group



Speaking

- K. Scenario: On your way to your first appointment of the day, you come across an old man sitting on the path fishing. You and your companion decide to squat down next to him and start talking to him. As you are talking, he reads the name Jesus Christ on your name tag and asks if you're Christian. With his question, you decide to take the opportunity to teach him about God and the relationship that we have with him. With your companion, practice teaching the old man about God and who He is by using the grammar principle of possession. When you are done, switch roles and do it again. Let each companionship take 3-5 minutes to role play.
- L. Separate into companionships. Have each companionship choose a different picture from the front of the Book of Mormon. Each companionship will talk with each other for two minutes about the picture. Use as many prepositions as you can to describe it. After the two minutes are up, each companionship will take a turn describing their picture to the group, using the prepositions which they had talked about with each other. Write down any words used that you are unfamiliar with in your notebook.



Listening

- M. Come up with three phrases as a group. For example: ខ្ញុំជឿថាសាសនាចក្រនេះពិត..., យើងអាចទិញស្វាយពីរគីឡូ..., and គាត់នឹងទៅព្រះវិហារ.... Then, one phrase at a time, go around the circle, with each person completing the sentence with a coordinating conjunction and another phrase. Each person should try and use a different coordinating conjunction than ones used previously.

For example:

- ខ្ញុំជឿថាសាសនាចក្រនេះពិត ហើយថាព្រះទ្រង់បានហៅ យ៉ូសែប ស្មើគ្នា ។
- ខ្ញុំជឿថាសាសនាចក្រនេះពិត ប៉ុន្តែខ្ញុំមិនទាន់មានគំរូដ៏ឥតខ្ចោះនោះទេ ។
- ខ្ញុំជឿថាសាសនាចក្រនេះពិត ដូច្នេះខ្ញុំមានសន្តិភាពក្នុងដួងចិត្ត ។

Asking About and Expressing Possession or Ownership

Purpose

This function will help you talk about to whom something belongs or what someone has; for example, whose baptism is coming up or what blessings you have in your life. It will also help you connect different ideas together in a sentence, as well as describe settings. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- The Book **of** Mormon was translated through **God's** power. (Possessives)
- We can feel the Spirit both **in** church and **on** the street. (Prepositions)
- We need to be baptized **and** confirmed. (Conjunctions)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- "God Is Our Loving Father in Heaven" (What is our relationship to God?)
- "Our Life on Earth" (What things do we have to help us in this life?)
- "The Atonement" (What did Christ suffer for us?)
- "Through Christ We Can Be Cleansed from Sin" (How does Christ remove our sins?)
- "Repentance" (How do we repent of our sins?)
- "Baptism, Our First Covenant" (What is our part of the covenant we make? What is God's part?)
- "Study the Scriptures" (How do the scriptures help us with problems in our lives?)
- "Live the Law of Chastity" (What does chastity include besides keeping our actions pure?)
- "Keep the Law of Tithing" (Where does everything we have come from? What do we pay 10 percent on?)
- "Observe the Law of the Fast" (How does fasting strengthen our prayers? What can we fast for?)

Tasks from the *Missionary Vocabulary and Phrases Book*

- "Get to Know Someone" (What are their hobbies? What is their relationship with family members?)
- "Offer a Prayer" (What are we grateful for? How do we express our gratitude, thoughts, and desires to God?)

Expressing Possession and Association

Possession

Examples

We are missionaries of The Church of Jesus Christ of Latter-day Saints.	យើងជាអ្នកផ្សព្វផ្សាយសាសនានៃសាសនាចក្រនៃព្រះយេស៊ូវគ្រីស្ទ នៃពួកបរិសុទ្ធច្នៃចុងក្រោយ ។
We are accountable for our own sins.	យើងទទួលខុសត្រូវចំពោះអំពើបាបផ្ទាល់ខ្លួនរបស់យើង ។
God is the Father of our spirits	ព្រះគឺជាព្រះបិតាខាងវិញ្ញាណរបស់យើង ។
We cannot independently return to God.	យើងមិនអាចត្រឡប់ទៅជួបនឹងព្រះដោយខ្លួនឯងបានទេ ។
This plan is called the plan of salvation	ផែនការណ៍នេះត្រូវបានហៅថា ផែនការណ៍នៃសេចក្តីសង្គ្រោះ ។

Explanation

Expressing possession can help you to communicate important ideas to those you teach. Maybe you want someone to know that God is **their** Father, or that it is **Christ's** Atonement. In these situations you must add a possessive word in the correct place in your sentence to help convey that meaning. The possessive word in Cambodian is របស់. The associative word is នៃ. This is a good guideline for beginning learners though you will soon find that these two particles are used interchangeably in many circumstances. Also, sometimes we want to talk about things that are personal, or that pertain to self. This section teaches how to express these thoughts using the self-pronoun ខ្លួន.

Possessive Particle - របស់

របស់ is a possessive particle that indicates direct ownership or possession. You would use it to describe physical objects or actions that belong to someone. When translating from English it is common to use របស់ in place of possessive pronouns (e.g., mine, my, his, hers, theirs, etc.) and the “apostrophe s” (**'s**). The form for របស់ follows this format:

Possession + របស់ + possessor

Examples

Possession/Object	របស់	Possessor/Owner
ព្រះបន្ទូល word	របស់ of	ព្រះ God
God's word		
សេចក្តីស្រឡាញ់ love	របស់ of	ព្រះ God
God's love		
គោលដៅ goal	របស់ of	ខ្ញុំ me
my goal		
ដៃគូ companion	របស់ of	គាត់ him
his companion		

In the last example here, “companion of him” does not directly mean that he owns his companion. This shows the duality of the possessive particle របស់ to indicate more than just ownership. In this case the របស់ indicates direct, or defined association.

Omitting របស់

Imagine trying to say the sentence “My sister’s brother-in-law is my teacher’s assistant.” In this English sentence we express four possessives in one idea. It is not so cumbersome to add an “s” to the end of a word. However, in Cambodian it is difficult and long-winded to have to say របស់ four separate times to express this same idea. For this reason it is common for Cambodians to simply drop របស់ in conversation to increase the speed of their communication. Listening to natives, especially Church leaders, will help you to know when it may be appropriate to drop this particle.

Examples:

With របស់	Without របស់	Meaning
ផ្ទះរបស់ខ្ញុំនៅតាមផ្លូវរុស្ស៊ី ។	ផ្ទះខ្ញុំនៅតាមផ្លូវរុស្ស៊ី ។	My house is on Russian Blvd.
គំរូរបស់ម្តាយរបស់ខ្ញុំបានពង្រឹងសេចក្តីជំនឿរបស់ខ្ញុំ ។	គំរូម្តាយខ្ញុំបានពង្រឹងសេចក្តីជំនឿខ្ញុំ ។	My mother’s example strengthened my faith.
ការឡើងនិយាយរបស់គាត់បានផ្តោតទៅលើប្រធានបទនៃខ្លួនទីពីរខ្លួន ។	ការឡើងនិយាយគាត់បានផ្តោតទៅលើប្រធានបទនៃខ្លួនទីពីរខ្លួន ។	His talk focused on the topic of self -reliance.
ដង្វាយធួនរបស់ព្រះយេស៊ូវគ្រីស្ទបងផ្លែចំពោះកំហុសរបស់យើង ។	ដង្វាយធួនព្រះយេស៊ូវគ្រីស្ទបងផ្លែចំពោះកំហុសយើង ។	Christ’s Atonement paid for our mistakes.
ព្រះគម្ពីររបស់ខ្ញុំជាទ្រព្យសម្បត្តិដ៏សំខាន់បំផុតរបស់ខ្ញុំ ។	ព្រះគម្ពីរខ្ញុំជាទ្រព្យសម្បត្តិដ៏សំខាន់បំផុតខ្ញុំ ។	My scriptures are my most important possession.

របស់ as a Noun

របស់ can also be used as a noun when it is attached to an adjective. Here are some examples. It is often used this way in the scriptures to denote possessions.

របស់ប្រសើរ <i>good things</i>	របស់បុរាណ <i>ancient things</i>	របស់ទ្រព្យ <i>wealth (treasure things)</i>
របស់ថោក <i>cheap things</i>	របស់ទំនើប <i>modern things</i>	របស់សម្រាប់ផ្ទះ <i>house things</i>

Associative Particle - នៃ

៨០ The associative particle នៃ means that two things are connected or associated. It may also convey a sense of possession like របស់. It is used similarly to the word “of” in English. It is placed right after the possession in a sentence, just like របស់.

Possession + នៃ + Possessor

Examples

សាសនាចក្រនៃព្រះយេស៊ូវគ្រីស្ទនៃពួកបរិសុទ្ធច្បែរចុងក្រោយ
Church + of (possessive)+ Jesus Christ + made up of + Saints of the last days
The Church of Jesus Christ of Latter-day Saints

ដំណឹងល្អនៃព្រះយេស៊ូវគ្រីស្ទ
Good message + of + Jesus Christ
The gospel of Jesus Christ

ផែនការនៃសេចក្តីសង្គ្រោះ
Plan + relating to + salvation
The plan of salvation

Notice how the particle នៃ is actually quite versatile. In the sentences above it was used to mean possession, about, to be made up of, of, and relating to. A good rule of thumb for when to use របស់ and when to use នៃ is to think about what you are trying to express. If you want to show possession then typically you will use របស់, and if you are trying to show association you will typically use នៃ.

Reflexive Pronouns

៨១ A reflexive pronoun, also known as just a reflexive, is a pronoun that refers back to a previous pronoun in a phrase or sentence. In English this is typically expressed by adding the suffix “-self” to the end of a pronoun. For example:

me/I → myself
him → himself
it → itself
them → themselves
us → ourselves

In Cambodian the two basic reflexive pronouns are ផ្ទាល់ខ្លួន and ខ្លួនឯង. These two words are often used interchangeably but can have slightly different meanings.

ផ្ទាល់ខ្លួន

personally or individually

ខ្លួនឯង

by one's self

Examples

ការសិក្សាផ្ទាល់ខ្លួនសំខាន់ណាស់ ។
Personal study is very important.

ខ្ញុំមានសក្ខីភាពផ្ទាល់ខ្លួនអំពីព្រះគម្ពីរមរមន ។
I have a personal testimony of the Book of Mormon.

តើបងមានបទពិសោធន៍ផ្ទាល់ខ្លួន ដែលទាក់ទងនឹងការអធិស្ឋានដែរឬទេ ?
Do you have a personal experience with prayer?

ស្រឡាញ់អ្នកជិតខាងដូចខ្លួនឯង ។
Love your neighbor as yourself.

តើយើងអាចជួយគាត់ឲ្យជួយខ្លួនឯងដោយរបៀបណា ?
How can we help him help himself?

គាត់ឃើញខ្លួនគាត់នៅក្នុងកញ្ចក់ ។
She sees herself in the mirror.

There are a couple of important things to notice from these examples. First of all, when we use “personal” as an adjective, it must come after the noun.

English: personal study

Cambodian: ការសិក្សាផ្ទាល់ខ្លួន (studying personally)

The second thing to notice is that when it is used as a reflexive pronoun, it must refer back to the previously stated pronoun. It would not make sense to use these words in a sentence before a pronoun is introduced. Also, the form ខ្លួនឯង is a generic form where the ឯង may be replaced by the appropriate pronoun as was done in the last example.

Below are five sentences taken from *Preach My Gospel* that further illustrate the use of the reflexive pronoun.

ចូរជៀសវាងពីការប្រៀបធៀបខ្លួនអ្នកទៅនឹងអ្នកផ្សេងៗសាសនាដទៃទៀត ។
*Avoid comparing **yourself** to other missionaries.*

នៅពេលអ្នកធ្វើអស់ពីសមត្ថភាពរបស់អ្នក អ្នកនឹងមិនខកចិត្តលើខ្លួនរបស់អ្នកទេ ។
*When you have done your best, you will not be disappointed in **yourself**.*

ពីរពាន់ឆ្នាំមុន ព្រះយេស៊ូវគ្រីស្ទទ្រង់ផ្ទាល់បានបង្រៀនដំណឹងល្អរបស់ទ្រង់ ។
*Two thousand years ago, Jesus Christ **Himself** taught His gospel.*

ទ្រង់បានលើកដាក់លើខ្លួនទ្រង់ នូវការឈឺចាប់ និងជំងឺទាំងឡាយរបស់រាស្ត្រទ្រង់ ។
*He took upon **Himself** the pains and sickness of us His people.*

អ្នកទាំងឡាយណាដែលរស់នៅតាមច្បាប់ព្រហ្មចារីភាព នឹងរីករាយដោយកម្លាំង
 ដែលមកពីការគ្រប់គ្រងលើខ្លួនឯង ។
Those who live the law of chastity enjoy the strength that comes from self-control.

Complementary Form of a Reflex

There is another way to express “-self” in Cambodian through the complementary form of the reflexive pronoun. This happens when ខ្លួន and ផ្ទាល់ sandwich a pronoun to indicate the reflexive. The pattern is shown below.

ខ្លួន + pronoun + ផ្ទាល់
self + pronoun + personal

Let's look at how it creates a reflexive pronoun.

Self + Pronoun + Personal	Translation
ខ្លួនខ្ញុំផ្ទាល់	myself
ខ្លួនគាត់ផ្ទាល់	himself/herself
ខ្លួនយើងផ្ទាល់	ourselves
ខ្លួនគេផ្ទាល់	themselves

As is the case with any complementary word pair, it is common to drop one or the other of the complements in everyday speech. Because of this you can see a reflex word appear before, after, or around a pronoun in a sentence. Look at these examples from before to see how this is done.

ការសិក្សាដោយខ្លួនឯងផ្ទាល់សំខាន់ណាស់ ។
Personal study is very important.

ខ្ញុំមានសក្ខីភាពដោយខ្លួនខ្ញុំផ្ទាល់ អំពីព្រះគម្ពីរមរមន ។
I have a personal testimony of the Book of Mormon.

តើបងមានបទពិសោធន៍ដោយខ្លួនបងផ្ទាល់ ដែលទាក់ទងនឹងការអធិស្ឋានដែរឬទេ ?
Do you have a personal experience with prayer?

ស្រលាញ់អ្នកជិតខាងដូចខ្លួនឯងផ្ទាល់ ។
Love your neighbor as yourself.

តើយើងអាចជួយគាត់ឲ្យជួយខ្លួនគាត់ផ្ទាល់ដោយរបៀបណា ?
How can we help him help himself?

គាត់ឃើញខ្លួនគាត់ផ្ទាល់នៅក្នុងកញ្ចក់ ។
She sees herself in the mirror.

Pattern Practice

	ពួកខ្ញុំ <i>we</i>	ចែកចាយ <i>to share</i>	អំពី <i>about</i>	ព្រះអង្គសង្គ្រោះ <i>Savior</i>	របស់ <i>of (possessive)</i>	យើង <i>us</i>	
តើ <i>question word</i>	(ថ្ងៃនេះ) <i>(today,)</i>	យើង <i>we</i>	(សូម) <i>(to request)</i>	រៀន <i>to learn</i>	ក្រុមគ្រួសារ <i>family</i>	បង <i>you (older)</i>	ទេ ? <i>Yes/No?</i>
បាទ/ចា <i>Yes (M/F)</i>	អីលឌើរ/ស៊ីស្ទើរ <i>Elders/Sisters</i>	(មិន/អត់) <i>(negator)</i>	បង្រៀន <i>to teach</i>	ជីវិត <i>life</i>	ព្រះយេស៊ូវគ្រីស្ទ <i>Jesus Christ</i>	ទេ <i>(negator)</i>	
អត់ទេ <i>No</i>	លោកគ្រូ/អ្នកគ្រូ <i>Teacher (male/female)</i>	និយាយ <i>to speak</i>	លក្ខណៈ <i>character</i>	ការស្តារឡើងវិញ <i>Restoration</i>	នៃ <i>of</i>	ព្រះអង្គ <i>God</i>	នៅណា ? <i>where?</i>
				ផែនការណ៍ <i>Plan</i>		ដំណឹងល្អ <i>Gospel</i>	ពេលណា ? <i>when?</i>
				ដំណឹងល្អ <i>Gospel</i>		សេចក្តីសង្គ្រោះ <i>Salvation</i>	យ៉ាងម៉េចដែរ ? <i>how?</i>
						សេចក្តីប្រោសលោះ <i>Redemption</i>	

Activities

Personal



Speaking

- A. Look around your room. Practice talking about possessions by saying 10 sentences out loud that use the word របស់. Vary your sentence structure as you speak.

For example: នោះជាអាវត់របស់ អ៊ែលឌើរ ស៊ីធី ។ or សំពត់របស់ខ្ញុំមានពណ៌ច្រើន ។



Listening

- B. របស់ is frequently used as a noun meaning a possession, object, or thing. For one day, write down every time you heard someone use របស់ specifically as a noun, rather than as a preposition.

For example: គាត់ចូលចិត្តរបស់ទំនើបៗ ។ or កង់នេះជារបស់ខ្ញុំ ។



Reading

- C. Read 1 Corinthians 6:19–20. Notice the possessive used in this verse. Does ផង add any additional meaning to របស់? Is របស់ in this case used as a noun or a preposition? Ask a native for his or her opinion on the phrase របស់ផង. Write down what you learn in a notebook.



Writing

- D. Practice omitting របស់ by translating the following sentences. For this activity, if a sentence only has one possessive in it, then omit របស់. If a sentence has two possessives in it, keep the first របស់ and omit the second. However, keep in mind that in real-life situations, if a sentence has only one possessive, របស់ does not need to be omitted. If a sentence has two possessives then you have three options: you can omit both possessives, keep one and omit the other (typically the first របស់ is the one omitted), or you can keep both (although that can be clunky). Check your answers.

For example: - This is my hat. នេះជាមួកខ្ញុំ ។

- Today is my companion's birthday. ថ្ងៃនេះជាថ្ងៃកំណើតរបស់ដៃគូខ្ញុំ ។

1. This is my older brother's suit coat.
2. Her neighbor's son wants to learn too.
3. We lost his phone.
4. I love my companion.
5. Our bishop's house is on this street.
6. She is writing in her journal.
7. My companion's bike is broken.
8. Sometimes our lives are difficult.
9. My pen is out of ink.
10. His company's headquarters are in that area.

- E. Determine whether you should use របស់ or នៃ for the following sentences as you translate them into Cambodian. Keep in mind that for some sentences របស់ or នៃ may be equally suitable. Check your answers.

For example: The Church of Jesus Christ of Latter-day Saints is the true church. សាសនាចក្រនៃពុទ្ធវិស្វកម្មគឺជាសាសនាចក្រពិត ។

1. The gospel of Jesus Christ is central to the plan of salvation.
2. This is my house.
3. The temple is God's house.
4. I know the names of the members of the high council.
5. That is my companion's backpack.
6. The Atonement of Jesus Christ is essential for us.
7. Her husband is in the provinces.
8. We should always remember the importance of family.
9. This is my third transfer in this area.
10. He is our beloved prophet.

Companion



Speaking

- F. Speak with your companion about doing things by yourself. You can use any of the many derivatives of “by yourself” or “by oneself,” such as ដោយខ្លួនឯង, ដោយដៃខ្ញុំផ្ទាល់, or ដោយខ្លួនគាត់ផ្ទាល់, etc. Between the two of you, say 30 sentences about doing things “by oneself.”



Listening

- G. ខ្លួនឯង is a phrase that is used in a wide variety of circumstances. It has many synonyms and similar phrases. ខ្លួនឯង is frequently used to show the general state of self. If used correctly it means something more along the lines of “oneself.” Listen for its use in everyday conversation. For one week, write down every sentence you hear that uses ខ្លួនឯង. Go back at the end of the week and review the sentences you wrote down, and record any observations or patterns you see.



Reading

- H. Read Doctrine and Covenants 20:73 out loud with your companion. Now look at your nametags and read those out loud as well. Discuss why the word នៃ is used in this verse and in the name of the Church rather than របស់. Write down your thoughts in your notebook. Later, ask a native member why they think that នៃ is used in these situations.



Writing

- I. The word ផ្ទាល់ can communicate the meaning of something being personal. Its usage is varied, since it can be used with ខ្លួន, របស់, or just a regular pronoun. Its word order is varied as well, sometimes appearing at the beginning (ផ្ទាល់ខ្លួន) or at the end (ខ្លួនខ្ញុំផ្ទាល់). With your companion, select a lesson that you will teach today, and then come up with 10 sentences each, all of which somehow use the word ផ្ទាល់. Once you have both written your 10 sentences, compare your sentences with each other. Share your sentences with a native, get feedback on your usage, and then revise your sentences so you can share them in a lesson.

Group



Speaking

- J. Practice using possessives, whether it be using របស់, នៃ, or just placing the noun acting as the possessor directly following the possession. For five minutes, have everyone wander around the room sharing sentences that use possession. Use a different sentence with each person to whom you talk. Come back together and go over any questions or concerns that the group has about talking about possession in Cambodian.
- K. Someone will write a topic on the board. Everyone should pair up with someone else in the room. Each person should share a sentence that relates to the topic on the board and uses the word “self” in any form (whether it be ខ្លួនឯង ខ្លួន រូបអង្គទ្រង់ ខ្លួនយើង ខ្លួនខ្ញុំផ្ទាល់ រូបខ្ញុំ etc.). Once you have both come up with a sentence to say to each other, switch partners. Come up with a different sentence that uses a different form of “self” that still addresses the topic on the board. Keep switching partners and sharing sentences until you are told to stop. Do this for a couple of minutes, then write a different topic on the board. Keep writing a new topic on the board every two minutes or so. Continually switch up your usage of the words ខ្លួន, រូប, and ផ្ទាល់ as you go. Come back together after a few rounds and answer questions that arose about the correct way to talk about “self” in Cambodian.
- L. The following sentences are from *Preach My Gospel*. As a district, see if you can find where they are in your English version of *Preach My Gospel*. Afterward, work together to translate each sentence using the correct form of the reflexive pronoun. Once you are happy with your translations as a district find the same sentences in your Cambodian *Preach My Gospel* and compare it to your translation. Are they the same? What is different? Talk about why you may have translated these sentences differently from *Preach My Gospel*. Write what you learn in your study journal.
 1. “[Spiritual experiences] are to be guarded with care and shared only when the Spirit itself prompts you to use them in the blessing of others.”
 2. “If prayer is only a spasmodic cry at the time of crisis, then it is utterly selfish.”
 3. “Heavenly Father leaves many decisions for our personal choices.”
 4. “Personal decision making is one of the sources of the growth we are meant to experience in mortality.”
 5. “As a missionary, you must first have a personal testimony that the Book of Mormon is true.”
 6. “Several of those whose writings are preserved in the Book of Mormon saw Christ personally.”
 7. “As we read the Book of Mormon with the guidance of the Spirit, it helps us answer personal questions.”

Prepositions

Examples

We have a message about Jesus Christ.	យើងមានសារលិខិតអំពីព្រះយេស៊ូវគ្រីស្ទ ។
Did you pray about the prophet Joseph Smith?	តើអ្នកបានអធិស្ឋានអំពីព្យាករី យ៉ូសែប ស្មីធ ដែរឬទេ ?
After we are resurrected, we will remember our sins.	បន្ទាប់ពីយើងរស់ឡើងវិញ យើងនឹងចងចាំពីអំពើបាបរបស់យើង ។
Through the scriptures we learn about Jesus Christ.	តាមរយៈព្រះគម្ពីរយើងរៀនអំពីព្រះយេស៊ូវគ្រីស្ទ ។
After baptism, we covenant to share the gospel.	បន្ទាប់ពីពិធីបុណ្យជ្រមុជទឹក យើងធ្វើសេចក្តីសញ្ញាថានឹងចែកចាយដំណឹងល្អ ។

Explanation

In section three we briefly touched on prepositions. Recall that a preposition is a word that connects a noun or noun phrase which helps give more insight to an already existing SVO sentence. In this section you will learn how to effectively use prepositions that express relative location, as well as how to use the word “about” as a preposition. Understanding and knowing the process for how to use these prepositions will allow you to express deep, complex thoughts to others. You will be able to add modifications to simple SVO sentences that will give clarity to your speech and help you to be a more engaging teacher.

Prepositions of Place

Prepositions of place communicate where a noun is in relation to another noun. When using relative-location prepositions in Cambodian the preposition will often have នៅ or sometimes ទៅ or មក before the preposition. នៅ is a location particle while ទៅ and មក are directional particles that mean “towards” or “away from.” Here is a list of common location prepositions for you to learn.

ឯ <i>at</i>	ហួស <i>beyond</i>
ជិត <i>near</i>	លើ <i>on</i>
ក្បែរ <i>next to</i>	ក្រោម <i>below</i>
ឆ្ងាយ <i>far</i>	មុខ <i>before (in front of)</i>
ជុំវិញ <i>around</i>	ក្រោយ <i>behind</i>
ចំណោម <i>among</i>	ក្រោយ <i>behind</i>
ទល់មុខ(ពី) <i>across from</i>	ក្រៅ <i>out</i>

Possession

There are a couple of ways to use a preposition in a sentence. The first way is to use a preposition in the basic SVO sentence structure.

១២

Subject + Verb + នៅ (optional) + Preposition + Object

Examples

Subject	Verb	(នៅ)	Preposition	Object
ព្រះយេស៊ូវគ្រីស្ទ <i>Christ</i>	បានមានព្រះជន្មរស់ <i>lived</i>	(នៅ) <i>(located)</i>	ក្នុងចំណោម <i>among</i>	សាសន៍យូដា ។ <i>the Jews.</i>
ព្រះវិហារបរិសុទ្ធ <i>The temple</i>	ត្រូវបានសាងសង់ <i>was built</i>	(នៅ) <i>(located)</i>	ក្បែរ <i>next to</i>	ទឹកសមុទ្រ ។ <i>the ocean.</i>
យ៉ូហាន <i>John</i>	នៅតែរស់ <i>still lives</i>	(នៅ) <i>(located)</i>	លើ <i>on</i>	ផែនដី ។ <i>the earth.</i>
កង់ខ្ញុំ <i>My bike</i>	(គឺ) <i>(is)</i>	(នៅ) <i>(located)</i>	(ឯ) <i>(at)</i>	ព្រះវិហារ ។ <i>the church.</i>

In these cases the preposition is simply adding a detail of location to your sentence. Notice, however, that many of these sentences may feel incomplete without the preposition. This is because a preposition will often work with the verb to convey a meaning. We will learn more about this later. For now, take a look at the next basic structure for using prepositions.

SVO + នៅ (optional) + Preposition + Noun (or a noun phrase)

១២

Examples

Subject + Verb + Object	នៅ	Preposition	Noun or Noun Phrase
ខ្ញុំបានចាក់សោកង់ខ្ញុំ <i>I locked up my bike</i>	នៅ <i>(located)</i>	ក្រោយ <i>behind</i>	ព្រះវិហារ ។ <i>the church.</i>
ខ្ញុំសប្បាយ <i>I am happy</i>	នៅ <i>(located)</i>	ក្នុង <i>in</i>	ចិត្តខ្ញុំ ។ <i>my heart.</i>
យើងបានដាក់ព្រះគម្ពីរមរមន <i>We placed the Book of Mormon</i>	នៅ <i>(located)</i>	មុខ <i>in front of</i>	សាសនាគន់ការីរបស់យើង ។ <i>our investigator.</i>
ខ្ញុំមានសេចក្តីជំនឿ <i>I have faith</i>	ទៅ <i>(towards)</i>	លើ <i>on</i>	ព្រះយេស៊ូវគ្រីស្ទ ។ <i>Jesus Christ.</i>

Notice the difference between this form and the first. In this form you can take out the preposition and the final noun phrase and still have a complete SVO sentence. In other words, in the first examples the preposition is describing the subject of a sentence while in the second examples the preposition is describing the object of the sentence.

Another useful way to use a location preposition is to begin your sentence with the preposition or a prepositional phrase. While this is more commonly done with prepositions relating to time, it also can be done with prepositions of place. When this grammar form is used, it flips the order of the last grammar form to look like this:

នៅ (optional) + Preposition + Noun (or a noun phrase) + SVO

Examples

នៅ	Preposition	Object	Subject + Verb + Object
នៅ (located)	ទល់មុខ <i>In front of</i>	ផ្ទះខ្ញុំ <i>my house</i>	ខ្ញុំឃើញព្រះវិហារបាន ។ <i>Olympic Stadium</i>
នៅ (located)	ជិត <i>close to</i>	ស្ថាប័នអូឡាំពិក <i>Olympic Stadium</i>	ខ្ញុំបានជួបម្នាក់ដែលចង់រៀន ។ <i>I found a potential investigator.</i>
នៅ (located)	ជុំវិញ <i>around</i>	ភ្នំពេញ <i>Phnom Penh</i>	មានខេត្តតូចៗជាច្រើន ។ <i>there are many smaller provinces.</i>

In summary, a preposition can appear nearly anywhere in your sentence. This versatility is a valuable tool. Remember though that a more complex sentence with multiple ideas is not necessarily a better sentence. Be sure to use this principle as a way to add variety to your sentences and emphasize important relationships.

About - អំពី

In many senses of the word, អំពី appears to translate directly to the English word “about” or “concerning.” There are times, however, in Cambodian when the preposition អំពី would not be translated that way. Similarly, there are times in English when the word “about” is used to mean a variety of things, such as when it is used to mean “approximately.” In these instances a different word would be used to translate this use of about into Cambodian. In this sub-section you will learn about these special cases as you study the use of អំពី in the Cambodian language. Unlike prepositions of place, អំពី is a standalone preposition that never has the particle នៅ placed before it. In speech, the word អំពី is commonly shortened to just ពី.

Let's look at some examples of when អំពី is used just like the English word “about.”

ថ្ងៃនេះ ពួកខ្ញុំនឹងបង្រៀនអំពីតួនាទីនៃព្យាករី ។

*Today we will be teaching **about** the role of a prophet.*

ពេលដែលពួកខ្ញុំបង្រៀន សូមសួរសំណួរអំពីអ្វីទាំងអស់ដែលអ្នកមិនយល់ ។

*When we teach, please ask **about** anything that you don't understand.*

ព្រះគ្រីស្ទបានបង្រៀនអំពីពិធីបុណ្យជ្រមុជទឹក ។

*Christ taught **about** baptism.*

តើបងខ្វល់ខ្វាយអំពីអ្វីជាងគេនៅក្នុងជីវិតនេះ ?

*What do you care **about** the most in this life?*

ពេលខ្ញុំទទួលទានសាគ្រាម៉ង់ ខ្ញុំគិតពីដង្វាយធូនរបស់ព្រះគ្រីស្ទ ។

*When I partake of the sacrament, I think **about** Christ's Atonement.*

“About” in English

- oe Although “about” is typically used as a preposition that means “concerning” or “in regard to,” sometimes it is used to mean other things in English too. Look at the sentences below to see how about is used differently.

មានសេចក្តីល្អព័ទ្ធជុំវិញគាត់ ដែលមនុស្សទាំងអស់ឃើញបាន ។
*There was a goodness **about** him that everyone could see.*

កម្ពស់បងប្រុសខ្ញុំប្រហែលនឹងកម្ពស់ខ្ញុំ ។
*My brother is **about** my height.*

ព្រះគ្រីស្ទបានមានបន្ទូលទៅនាងម៉ារីហាហើយលោកយ៉ូសែបថា ទ្រង់កំពុងធ្វើកិច្ចការរបស់បិតាទ្រង់ ។
*Christ told Mary and Joseph that He had been **about** His Father's business.*

អាគារព្រះវិហារគឺប្រហែល២គីឡូពីទីនេះ ។
*The church building is **about** five blocks south of here.*

Notice how in each of these cases, the word “about” in English was *not* translated as the word អំពី but instead it was translated according to its meaning within the context of the overall sentence. Be careful to use the correct words for your intended meanings as you express yourself.

Remember

- Prepositions are words that usually follow a noun or pronoun that express a relation between that noun or pronoun to another word or element in your sentence.
- Prepositions can indicate the relative location of one noun to another.
- “About” is a preposition that means “concerning” or “in relation to.”
- Be careful when you translate “about” into Cambodian, because “about” doesn’t always mean អំពី.

Activities

Personal



Speaking

- Come up with 15 sentences that you could use while teaching the Restoration of the gospel that use the word អំពី. Say them out loud as you think of them. Practice saying the sentences clearly and confidently.
- In Cambodian describe the painting found in the front of the Book of Mormon showing Alma and his people being baptized in the Waters of Mormon. Use all the prepositions that you can think of in order to describe the painting. Try to say 30 sentences out loud, all of which use prepositions.



Listening

- Many Cambodian prepositions are used in situations that would require a different preposition in English. Listen for sentences in which natives use prepositions differently than English. Keep a running list of this your whole mission. Go back and frequently review these prepositions that are used differently from their English companions.

For example: -She believes in Jesus Christ. គាត់ជឿលើព្រះយេស៊ូវគ្រីស្ទ ។
 -We are on the road right now. យើងតាមផ្លូវឥឡូវ ។

- ដល់ is a very common word in Cambodian. It is used as both a preposition and a verb. Listen for the different usages of ដល់ in everyday speech. Keep a running list in your notebook of the different situations that ដល់ is used in. Take note how it is used and in what contexts. Don't be afraid to ask a native speaker for help if needed. Review and add to your notes about ដល់ till you have mastered the concept.



Reading

- E. Below is a list of some of the prepositions and prepositional phrases in 1 Nephi 11. For this list, write what words you believe should be used in Cambodian to convey the same meaning next to each word or phrase. Then read all of 1 Nephi chapter 11. Pay attention to all of the prepositions used in the chapter, but especially focus on those prepositions that you translated beforehand. Check to see if your answers match up with the words used in the Book of Mormon. Note that if some of your original answers don't match up with a preposition used in the verse, it does not necessarily mean that you are incorrect. There can be many different ways to express just one prepositional meaning in Cambodian.

1. "make them known unto me"
2. "in mine heart"
3. "caught away in the Spirit"
4. "into an exceedingly high mountain"
5. "God over all the earth"
6. "A man descending out of heaven"
7. "gone from before my presence"
8. "stood before me"
9. "after the manner of the flesh"
10. "a child in her arms"
11. "sheddeth itself abroad in the hearts"
12. "joyous to the soul"
13. "going forth among the children"
14. "fall down at his feet"
15. "led to the fountain"
16. "prepare the way before him"
17. "ministering unto the people, in power"
18. "from before my face"
19. "he was lifted up upon the cross"
20. "gathered together to fight against the twelve apostles"

- F. Read Alma 50:1–8. Concentrate on the prepositions that are used in these verses. Write down any that you don't recognize or that are used in a way that you haven't heard before. Look those words up and write their definitions and usages next to them.



Writing

G. អំពី and ពី are interchangeable in many contexts, though most of the time ពី is substituted for អំពី, rather than the other way around. Practice using these verbs in the different contexts given below. Write out the sentence in Cambodian on another sheet of paper and decide whether អំពី or ពី is better for each sentence. Check your answers. Note that each sentence may have a couple of possible correct solutions, not just the solution listed (since both ពី and អំពី are often equally suitable).

1. We teach about Jesus Christ.
2. That temple is made from stone.
3. He comes from Siem Reap.
4. In our testimonies, we talk about the feelings which come from our hearts.
5. "I saw two personages . . . standing above me in the air."
6. She liked our lesson about repentance.
7. We have thought about you every day.
8. Since childhood, I have tried to follow God.
9. As we read this verse, please think about your family.
10. What do you believe about God?

H. Translate the following sentences onto a separate sheet of paper. Check your answers.

For example: The book is on the bed. សៀវភៅនៅលើគ្រែ ។

1. His apartment is under theirs.
2. We want to share a scripture in 3 Nephi.
3. We need to bike through the forest to go to her house.
4. Let's meet at the church.
5. Your dog is outside the house.
6. Stealing is against the laws of God.
7. One day, we will kneel before the Savior.
8. His house is between the church and our apartment.
9. We can help pick up the trash around the outside of her home.
10. Those pamphlets are beside the door.
11. Which province are you from?
12. This road goes from here up to Prey Veng.
13. We teach English in the church across from the university.
14. The sun is directly over our heads.
15. We serve among modern-day pioneers.
16. You can lean your bike against that wall.
17. She just went inside.
18. They sell fried rice in front of their house.
19. I need to be careful when I ride my bike on the street.
20. My house is right next to the French orphanage.
21. The chapel is upstairs.
22. We need to turn ourselves towards God.

Companion



Speaking

- I. Describe the following locations to your companion using nothing but landmarks and relative locations. Do not use directional words (left, right, north, or south), rather, only use prepositions such as “in front of,” “beside,” “in the area of . . .,” “on,” “under,” etc.). Work on using as many prepositions as you can to describe the locations of these places in detail. Do this often, especially when you transfer areas.
 1. Your apartment
 2. Your church building
 3. The bishop’s house
 4. The nearest bicycle shop
 5. The house of an investigator whom you will be teaching today
 6. The home of a potential investigator
 7. The mission home
 8. The internet cafe
 9. The stake center
 10. Your favorite Cambodian restaurant
- J. Practice using the word ពី for the preposition “from.” Ask your companion where he or she is originally from, where he or she left from to come on his or her mission, and where his or her ancestors are from. Then switch. Afterwards, have your companion pretend to be a stranger whom you meet while contacting on the street. Ask your companion where he or she is from and get to know him or her a little. Then switch and have your companion practice asking similar questions.



Listening

- K. Prepositions are frequently preceded by a verb, such as នៅ ទៅ មក ខាង or ពី. Listen for when Cambodians use those particular verbs before prepositions of place (like លើ ក្រោម មុខ and ក្រោយ). In which circumstances do they use each verb? Record in your journal patterns that you notice about the usage of verbs before prepositions of place.



Reading

- L. Read Helaman 5:12 out loud with your companion. Write down all the prepositions used in the verse. Check your answers.
- M. As you read in the Book of Mormon, notice that there are very few instances where ពី takes the place of អំពី. Discuss why you think this is with your companion. Why are they not switched in the Book of Mormon like they often are in everyday speech? Write down your observations and thoughts in a journal. Ask a native for clarification if you have questions about ពី and អំពី.



Writing

- N. While អំពី/ពី may be used similarly to the word “about,” meaning “concerning,” or “with regard to,” they are not interchangeable with every version of the word “about” in English. Decide which sentences would use អំពី/ពី when said in Cambodian and which would use another word for “about.” Afterwards, on another sheet of paper translate only the sentences that would use អំពី/ពី. Use the answer key to check your answers, as well as to see how you could translate the other sentences that don’t use អំពី/ពី.
1. This book is about Jesus Christ.
 2. This book is about 500 pages long.
 3. I am about to go back to my house.
 4. We turned our bikes about.
 5. What are you thinking about?
 6. There were a lot of animals about the house.
 7. She is about my height.
 8. There is something odd about him.
 9. Missionary work is about helping other people.
 10. President trained us about effective contacting.

Group



Speaking

- O. Have a companionship leave the room. As a group decided where to hide a certain small object (like a marker). Once you have hidden it, invite the companionship back in. That companionship will ask questions, one person at a time, to try and determine the location of the marker. Use questions that include prepositions such as លើ, ក្រោម and ក្បែរ.



Reading

- P. Read Joseph Smith History 1:16–17 with your whole group. (Skip the first two lines of verse 17. Start again at “កាលពន្លឺនោះស្ថិត...”.) Afterwards, split into individual companionships. Work on reciting the First Vision to your companion. Make sure you concentrate on the picture that the prepositions in these verses are helping to paint. After 10 minutes of reciting the First Vision to your companion, pair up with another companionship. Practice teaching the other companionship about the First Vision for two minutes, including sharing Joseph’s account word for word. Then, for one minute, evaluate how you did, and then reteach the First Vision for another two minutes. Then switch with the other companionship. Once you are done, come back together as a group and discuss which prepositions were used and how they helped to describe the scene and setting of the First Vision.

Conjunctions

Examples

Truth does not change with conditions or time.	សេចក្តីពិតមិនផ្លាស់ប្តូរទៅតាមស្ថានភាពឬពេលវេលាទេ។
God reveals truth to apostles and prophets	ព្រះបើកសម្តែងសេចក្តីពិតដល់សាវ័ក និងព្យាករី។
Baptism is ordained of God and must be performed by His authority.	ពិធីបុណ្យជ្រមុជទឹកគឺត្រូវបានតែងតាំងឡើងដោយព្រះ ហើយត្រូវតែធ្វើឡើងដោយសិទ្ធិអំណាចរបស់ទ្រង់។
God gives us commandments to protect us.	ព្រះប្រទានបទបញ្ញត្តិដល់យើងដើម្បីការពារយើង។
“Baptism by water is but half a baptism, and is good for nothing without the other half—that is, the baptism of the Holy Ghost” (<i>Preach My Gospel</i> , 9).	“ពិធីបុណ្យជ្រមុជដោយទឹក ជាពិធីបុណ្យជ្រមុជតែពាក់កណ្តាលទេ ហើយវាមិនល្អទេបើគ្មានពិធីបុណ្យមួយទៀតដែលវាជាពិធីបុណ្យជ្រមុជដោយព្រះវិញ្ញាណបរិសុទ្ធ។”

Explanation

A conjunction is a word that can be used to connect more than one clause or thought. They can also give insight by showing a relationship between the thoughts that they connect. Conjunctions such as “and” and “or” can be used to connect items in a list. Because conjunctions help you to establish relationships between ideas, they will be an effective tool for you to use as you teach the restored gospel. Conjunctions will help you to express important ideas that show the various relationships of the gospel in clear and simple language. Study the examples and activities in this section and consider how this grammar principle can help you to fulfill your purpose as a missionary.

Coordinating Conjunctions

Coordinating conjunctions are the most common type of conjunction. You will typically find a coordinating conjunction in the middle of a sentence connecting two phrases. Sometimes these conjunctions will appear at the beginning of a sentence to emphasize a relationship or to transition between ideas.

Note: A common way to remember coordinating conjunctions in English is to use the acronym F.A.N.B.O.Y.S. This stands for the seven common coordinating conjunctions, which are *for*, *and*, *nor*, *but*, *or*, *yet*, and *so*. Regardless of which conjunction you use, remember that the purpose of using a conjunction is to connect phrases and to show relationships between different clauses.

Below is a list of some of the most commonly occurring conjunctions in Cambodian.

ដ្បិត (ត្បិត) <i>for, therefore</i>	ហើយនិង <i>and</i>
ប៉ុន្តែ <i>but</i>	ឬ <i>or</i>
ដូច្នេះ <i>therefore, so</i>	ដើម្បី <i>to, in order to</i>

10a Cambodian conjunctions follow the same basic grammar format as English.

<p>ដៃគូរបស់ខ្ញុំមកពីអាមេរិកហើយនិងខ្ញុំមកពីជប៉ុន ។ <i>My companion is from America and I am from Japan.</i></p> <p>ថ្ងៃនេះម៉ោង១២ យើងនឹងជួបមីងណាត ឬយើងនឹងទៅញ៉ាំអាហារថ្ងៃត្រង់ ។ <i>Today at 12:00 we will be meeting with Ming Nat or we will be eating lunch.</i></p> <p>ខ្ញុំសិក្សាភាសាខ្មែរគ្រប់ពេល ក៏ប៉ុន្តែខ្ញុំគិតពីអ្នករៀនខ្ញុំតែប៉ុណ្ណោះពេលខ្ញុំបង្រៀន ។ <i>I study Cambodian all the time, however, I try to think only about my investigators while I teach.</i></p> <p>ខ្ញុំដឹងថាបងរំភើបចិត្តទទួលបុណ្យជ្រមុជទឹក ប៉ុន្តែបងត្រូវតែរៀនមេរៀនទាំងអស់មុនបងចូលសម្ភាសន៍ ។ <i>I know you are excited to get baptized, but you must learn all the lessons before you interview.</i></p> <p>ខ្ញុំមានសក្ខីភាពនៃដំណឹងល្អ ដូច្នេះខ្ញុំចង់បម្រើបេសកកម្ម ។ <i>I have a testimony of the gospel, therefore, I want to serve a mission.</i></p> <p>ខ្ញុំអត់សូវយល់ពីអ្វីដែលអ្នករៀនខ្ញុំនិយាយ ដូច្នេះខ្ញុំនឹងត្រូវពឹងលើព្រះវិញ្ញាណឲ្យជួយខ្ញុំ ។ <i>I don't really understand what my investigator is saying, so I am going to have to rely on the Spirit to help me.</i></p> <p>ខ្ញុំចង់ក្លាយជាអ្នកជំនាញខាងភាសា ដើម្បីខ្ញុំអាចជួយមនុស្សមកកាន់ព្រះគ្រីស្ទ ។ <i>I want to become an expert in the language so that I can help others come unto Christ.</i></p> <p>ខ្ញុំបង្រៀនដំណឹងល្អ ដើម្បីប្រជាជនខ្មែរអាចមានសុភមង្គលកាន់តែច្រើន ។ <i>I teach the gospel so that Cambodian people can have greater happiness.</i></p>

Notice how in each of these examples, the clauses on either side of the conjunction could stand alone as their own sentence, but the conjunction connects the clauses and shows a relationship between the two. In sentences like the ones above, if there is a shared subject or verb between the two clauses they are often dropped to increase fluency and speed of speech. Sometimes conjunctions will be shortened, or combined to create other conjunctions with added meaning. The table below shows some of most common transformations.

10b

ហើយ <i>and (used to connect clauses)</i>	និង <i>and (connects listed items)</i>
ឬក៏ <i>or also, alternatively</i>	ក៏ប៉ុន្តែ <i>but also, however</i>
តែ <i>but</i>	អញ្ចឹង <i>so</i>

Examples

ម្ហូបខ្មែរដែលខ្ញុំចូលចិត្តគឺ បាយឆា និងមីឆា ហើយនិងឆាម្នាស់ ថែមទាំងចេកចៀន ។
*My favorite Cambodian foods are fried rice **and** fried noodles **and** pineapple stir-fry **and** fried bananas.*

ដៃគូខ្ញុំ ហើយខ្ញុំនឹងទៅសួរសត្វថ្ងៃច័ន្ទនេះ ។
*My companion **and** I are going to the zoo this Monday*

យើងអាចបង្រៀនអ្នករៀនថ្មីអំពីច្បាប់សុខភាព ឬក៏យើងអាចបង្រៀនពួកគេអំពីក្រុមគ្រួសារ ។
*We could teach new investigators about the Word of Wisdom, **or** we could teach them about families.*

ជាធម្មតាកូនក្មេងចូលចិត្តខ្ញុំ តែទារកនេះស្រែករហូតរាល់ដងវាឃើញខ្ញុំ ។
*Typically children like me, **however**, this baby cries every time it sees me.*

បងមិនត្រូវធ្វើអ្វីដែលយើងនិយាយ ក៏ប៉ុន្តែបើបងធ្វើនោះបងនឹងរកឃើញសន្តិភាពបាន ។
*You don't have to do anything we say, **but** if you do then you will find peace.*

អញ្ចឹង ហេតុអ្វីខ្ញុំគួរតែស្តាប់បង បើជីវិតខ្ញុំសប្បាយហើយ ?
***So** why should I listen to your message if my life is already happy?*

And: ហើយ និង ហើយនិង ព្រមទាំង រួមទាំង ថែមទាំង

The terms ហើយ និង and ហើយនិង are not the only way to translate the English word “and.” Alternative ways include ថែមទាំង រួមទាំង and ព្រមទាំង. ទាំង essentially means “including.” These three alternative ways of saying “and” have very similar meanings and are fairly interchangeable, though each carries a slightly different connotation. The following examples are some of the different ways ទាំង is used.

10c

ទាំង	<i>including</i>
ព្រមទាំង	<i>jointly including</i>
រួមទាំង	<i>combined/connected including</i>
ថែមទាំង	<i>additionally including</i>

Examples

ទាំងស្តេកខាងជើង ទាំងស្តេកខាងត្បូង ចង់មានសកម្មភាពសម្រាប់ចូលឆ្នាំខ្មែរ ។
*The North **and** South stakes wanted to have an activity for Cambodian New Year.*

ដៃគូខ្ញុំ ព្រមទាំងខ្ញុំ បានដេកពេលយើងបានជិះរថយន្តក្រុងទៅបាត់ដំបង ។
*My companion **and** I both fell asleep while riding to bus to Battambang.*

ខ្ញុំបានគិតថាលោកពូ រួមទាំងក្រុមគ្រួសារលោកពូ នឹងមានសំនួរសួរពួកខ្ញុំ ។
*I thought that you **and** your family would have questions for us.*

អីលឌើរតែងតែអ៊ុតអាវខ្ញុំ ថែមទាំងខាត់ស្បែកជើងខ្ញុំ ។
*You always iron my shirt **and** polish my shoes.*

The Conjunction ថា

ថា is translated to approximately mean “that,” when used as a conjunction. This is a word that is often omitted as a conjunction in English. For example:

Elder San knew [that] he should be studying his scriptures.

I really felt [that] Elder San could be working harder than he is now.

I hope [that] I can help him to reach his potential as a missionary.

In each of the examples above, the word “that” is optional. In Cambodian though, it is much more common to include ថា as a conjunction in your sentence. When ថា is used in this way you can think of it as meaning “the following,” as in “I think the following . . .” This will help you to use this word correctly. The grammar form for ថា is shown below.

Subject + Verb + ថា + SVO Sentence

		Examples	
Subject	Verb/Verb phrase	ថា	SVO Sentence
ខ្ញុំ I	ដឹង know	ថា that	ព្រះអង្គប្រោសលោះខ្ញុំនៅរស់ ។ my Redeemer lives.
គាត់ He	ពិតជាគិត really thinks	ថា that	គាត់មិនអាចប្តូរទំលាប់អាក្រក់របស់គាត់ ។ he can never change his bad habits.
មនុស្សទាំងអស់ Everyone	គួរតែមានអារម្មណ៍ should feel	ថា that	ពួកគេមានក្តីសង្ឃឹមនៅលើអនាគតរបស់ពួកគេ ។ they have a hope in their future.
ពួកខ្ញុំ We	បានរៀន learned	ថា that	មនុស្សនីមួយៗត្រូវបង្រៀនតាមតម្រូវការរបស់ពួកគេ ។ every person must be taught according to their needs.
បទគម្ពីរទាំងឡាយ The scriptures	ចែកចាយ share	ថា that	យើងអាចរៀនពីបទពិសោធន៍របស់យើង ។ we can learn from our experiences.

Notice how ថា always comes after a verb when it is used as a preposition. ថា can come after a noun or pronoun when it is used as a verb to mean និយាយ or something along the lines of “said the following. . .”

ថា vs ដែល vs អញ្ចឹង vs នោះ

We use the word “that” in four different ways when speaking in English.

1. As a conjunction between a verb and an independent clause like in the examples above.
2. As a pronoun for objects and people (i.e., The thing that would help . . . or the person that means the most to me . . .)
3. As an adverb to specify the application of the verb (i.e., I know that! or I can't believe you think that).
4. As a specifier to distinguish nouns (i.e., that dog, that bag, and that book).

Each of these uses of the English word “that” is represented by a different word in Cambodian. Look at the table below to see the differences.

English	Use	Cambodian
<i>that</i>	conjunction	ថា
<i>that/which/who</i>	pronoun	ដែល
<i>like that</i>	adverb	អញ្ចឹង
<i>that</i>	specifier	នោះ

Examples

សមាជិកនៅទីនេះដឹងថា ពួកគេគួរតែសន្សំប្រាក់សម្រាប់ទៅព្រះវិហារបរិសុទ្ធ ។
*The members here know **that** they should be saving to go to the temple.*

ពេលដែលពួកគេទៅដល់ព្រះវិហារបរិសុទ្ធ អារម្មណ៍ដែលពួកគេមាននោះគឺជាអ្វីដែលពួកគេចងចាំជាងគេបំផុត ។
*When they get to the temple, the feelings **that** they have will be what they remember the most.*

បើយើងមានអារម្មណ៍ដូចអញ្ចឹងនៅព្រះវិហារបរិសុទ្ធ យើងគួរព្យាយាមធ្វើឲ្យផ្ទះរបស់យើងមានអារម្មណ៍ដូចអញ្ចឹងដែរ ។
*If we feel **that** way in the temple, we should try and make our homes feel like **that** too.*

អារម្មណ៍នោះជាព្រះវិញ្ញាណដែលប្រាប់យើងថា យើងនៅក្នុងដំណាក់របស់ទ្រង់ ។
*That feeling is the Spirit telling us **that** we are in the Lord's house.*

គម្ពីរដែលនឹងជួយយើងជាងគេ គឺព្រះគម្ពីរមរមន ។
*The book **that** will help us the most is the Book of Mormon.*

ដោយការអានព្រះគម្ពីរដូចអញ្ចឹង អ្នកនឹងមានអារម្មណ៍ពីវត្តមានរបស់ព្រះក្នុងជីវិតរបស់អ្នក ។
*By reading the scriptures like **that**, you will feel God's presence in your life.*

Notice where each of the uses of “that” will appear in your sentence. Comparing how each one is used will help you to understand when and where to use these words in Cambodian.

Compare

ថា	ដែល	នោះ	អញ្ចឹង/ដូច្នេះ
Will always follow a verb, verb phrase, or noun.	Usually follows a noun like អ្វី មនុស្ស or អ្នកណា. Occasionally follows verbs.	Always follows a noun to specify that “that” noun is what is being talked about.	Can be used as the conjunction word “so” as well as an adverb specifying the action of the verb.

Remember

- Coordinating conjunctions connect ideas and show their relationship. (FANBOYS)
- In Cambodian, coordinating conjunctions can be shorted or combined to create new conjunctions.
- ទាំង means “including” and can often be used to replace the conjunction “and.”
- ថា is a special conjunction that usually comes after a verb and means “the following.”
- We use the word “that” to mean many different things in English. Be careful when expressing yourself to use the appropriate translation.

Activities

Personal



Speaking

- A. 10a. ប៉ុន្តែ is frequently shortened to តែ in Cambodian, both spoken and written. Practice shortening ប៉ុន្តែ to តែ for a whole day, by conscientiously replacing ប៉ុន្តែ with តែ in every situation where you would use the English word “but.” Notice how Cambodians use the two words in everyday speech. Native speakers use តែ more often than ប៉ុន្តែ when speaking informally, but when they really want to put emphasis on “but,” they generally use ប៉ុន្តែ, said slowly and emphatically.



Listening

- B. 10c. Listen for natives to use ថែមទាំង, រួមទាំង, and ព្រមទាំង. In a notebook, record patterns you detect in the usage of each word. Ask a native speaker about the differences between how each of those three phrases are used. It may also help to look up ថែម, រួម, ព្រម, and ទាំង in the dictionary, in order to understand what meaning each of those words brings.



Reading

- C. 10a. គ្បីត, also spelled ជ្រ្តីត, is a word that is almost never used in common speech but is frequently used in the scriptures. Its meaning and usage are very similar to “for” in English, as in “For behold . . .” or “He received the Spirit, for he had prayed with all of his heart.” Read the following verses, write down questions that you have about the word គ្បីត, and ask them to a native speaker. Write down any answers or information that they tell you about គ្បីត that you didn’t already know.
1. 1 Nephi 1:13–16
 2. Doctrine and Covenants 4:4
 3. Mosiah 13:13
 4. Ether 15:19
- D. 10a. Read Jacob 5:46–52. Write down on a separate sheet of paper all of the coordinating conjunctions (FANBOYS) that you find in these verses. Be careful, not every ហើយ, តែ, and ដូច្នេះ/ដូច្នោះ that you will see are actually coordinating conjunctions. Examine each context to determine what purpose the words are serving. You should find 27 coordinating conjunctions in total.



Writing

- E. On a separate sheet of paper, translate the following sentences. Pay special attention to the correct Cambodian conjunction that corresponds with each bolded word. Check your answers when you are finished.
1. We should read **and** pray.
 2. Feelings from the Spirit are quiet **but** powerful.
 3. We shouldn’t feel depressed **or** discouraged.
 4. I know **that** the Book of Mormon is true.
 5. We obey **in order to** show our love for God.
 6. Heavenly Father **and** Jesus Christ love you.
 7. God is merciful, **but** also just.
 8. We shouldn’t fear **or** doubt.
 9. Let’s read verses three **and** four **and** five.
 10. Jesus Christ performed the Atonement **so** that we can return to Heavenly Father.
 11. Ether taught **that** our weaknesses could become strengths.
 12. I follow Jesus Christ, **so** I am His disciple.

- F. 10c. Practice the different usages of the coordinating conjunction “and” by translating these sentences on a separate sheet of paper. Check your answers with the answer key.

1. We visited វាសនា and ពិសិដ្ឋ and វិច្ឆិកា before lunch.
2. I will share my testimony and then you can extend the commitment.
3. My companion and I want to teach you about Jesus Christ.
4. We need to believe, repent, and also make covenants in order to return to our Heavenly Father.
5. Jesus Christ is the way, the truth, and the life.
6. I am thankful for God and for His true Church.
7. “In the name of the Father, and of the Son, and of the Holy Ghost.”
8. I came to Cambodia and loved the people immediately.
9. Peter, James, and John obeyed and followed the Lord.
10. God is our Father and we are His children.

Companion



Speaking

- G. 10e. Practice using the words ដូច្នេះ/ដូច្នោះ and អញ្ចឹង (sometimes spelled អីចឹង) with your companion. Each of you come up with 10 sentences that you can say to each other that use one of those words. After you have each used 10 sentences that communicate the idea of “so,” discuss the usage of ដូច្នេះ and អញ្ចឹង with each other. How are these words used differently? In which contexts is ដូច្នេះ used instead of អញ្ចឹង? Write down what you determine with each other in your conversation, and then ask a native about how they use the two differently.
- H. 10b. A few coordinating conjunctions often have the word ក៏ (“also”) attached to them. These conjunctions are ឬ ហើយ and ប៉ុន្តែ. ក៏ slightly changes the meaning of the conjunction that it is attached to. Write down 20 sentences each that use the word ក៏ connected to a conjunction. Discuss with each other how ក៏ changes the meaning for each of these different conjunctions (ឬ ហើយ and ប៉ុន្តែ). Make sure you put ក៏ in the right place as well, whether that be before or after the word (ហើយ and ឬ must have ក៏ directly after them, and ប៉ុន្តែ must have it directly before it).



Reading

- I. 10b. ហើយ is an extremely common word in Cambodian. It is used in a couple of different ways, either as a word indicating the completion of a task (like “already”) or as the conjunction “and.” Sometimes, it may be confusing whether the word ហើយ is being used to convey completion or readiness in a preceding clause (“already”), or whether it is connecting the previous clause to the one in front of it (“and”). With your companion, read the following sections and help each other determine which usages of ហើយ connote completion and which usages are conjunctions. Ask a native speaker for help if you are unsure.
1. 1 Nephi 1:15–18
 2. 3 Nephi 12:2–13
 3. Mosiah 11:26–29
 4. 1 Nephi 16:38
 5. Alma 26: 3, 22
 6. 1 Nephi 8:11



Writing

- J. 10c. Pick one of the lessons that you are going to teach today. With your companion, brainstorm 10 sentences that use the word “ទាំង” to communicate the idea of “both,” whether that be “ទាំង... ទាំង...” or “ទាំង...និង...” Write them all down. Choose a couple sentences that feel the most appropriate to incorporate into your lesson. Share them in your lesson later that day.

For example: “ពេលណាយើងសុចរិត យើងអាចមានព្រះវិញ្ញាណគង់នៅជាមួយយើង ទាំងយប់ទាំងថ្ងៃ ។” or “ទុរង្គពុំបដិសេធអ្នកណាម្នាក់ដែលមករកទ្រង់ឡើយ គឺទាំងខ្មៅ និងស ទាំងបាវគេ និងសេរី ទាំងប្រុស និងស្រី ។” (2 Nephi 26:33).

- K. 10e. អញ្ចឹង (or អីចឹង), is one of the most common conversational words in Cambodian. Its usage extends beyond that of just a conjunction, which is the way it is used in the sentence, “ខ្ញុំស្រឡាញ់ព្រះ អញ្ចឹងខ្ញុំបំរើមនុស្សដ៏ទៃ ។” It also can be used to mean “that way,” “like that,” “is that so?” and several other phrases that may be hard to translate directly into English. Its use is informal; in formal speech ដូច្នេះ or របៀបនេះ is typically substituted. With your companion, translate the following sentences on a separate sheet of paper. Determine whether you need to use អញ្ចឹង or not. Check your answers in the back of the book.

For example: Don’t speak like that! កុំនិយាយអញ្ចឹង! or កុំនិយាយរបៀបអញ្ចឹង!

1. Hold the sickle this way.
2. I like that you teach that way.
3. Oh, is that so?
4. Okay, well let’s go and visit them then.
5. If we do things like that, then we aren’t worthy to be baptized.
6. You have followed the commandments, so you have been blessed.
7. Why do you want to teach in that manner?
8. If you read the scriptures in this way, you will learn a lot more.
9. When you are baptized you will be briefly immersed in the water, like this.
10. You have to eat it like this.

Group



Speaking

- L. 10e. On a separate sheet of paper, translate the following sentences. Determine whether they would use **ថា** or **ដែល**. Check your answers in the back of the book.

For example: I know that the Book of Mormon is true. ខ្ញុំដឹងថាព្រះគម្ពីរមរមនគឺជាការពិត។

1. We think that you are wonderful.
2. I heard that a storm is coming.
3. We're the missionaries that talked to you yesterday.
4. I am so happy that I had the opportunity to meet you.
5. Do you feel that what we have taught is true?
6. Ponlok said that he wants to be baptized!
7. The church that has the priesthood of God is the one that has the power to help save us.
8. He said that he wants to hold the priesthood.
9. God gave us the Book of Mormon that we may know that He lives.
10. It is Christ's Atonement that helps us be clean from sin.
11. I agree that we need to rely on Christ's grace to be saved.
12. I don't know if he will be the one that will home teach you or not.
13. I know that The Church of Jesus Christ of Latter-day Saints is the church that God established for His children.
14. Who is the one that prayed last time?
15. It is the weather that will ultimately determine if we can meet him.
16. I know that he is the prophet that God has called.



Reading

- M. 10a. With a group, read 2 Nephi 32 "popcorn style." One person will read until they get to a coordinating conjunction (FANBOYS), then the next person will pick up from that coordinating conjunction and read till the next coordinating conjunction, and so on and so forth. Do this until you finish the chapter. If you get to a word you don't know or if you think of a question about Cambodian while reading, write it down, and ask an experienced or native speaker afterwards.

Review: Possession or Ownership

This review will help you see how well you have learned the material in the previous sections. It will also help you evaluate your ability to apply several different grammar principles that you have learned in performing the following function:

Asking About and Expressing Possession or Ownership

- Possession and Association
- Prepositions
- Conjunctions

Activities

Personal



Speaking

- A. In Cambodian, write five goals that you hope to accomplish in the next six months. Phrase each goal so that it has the words ផ្ទាល់ខ្លួន or ខ្លួនខ្ញុំផ្ទាល់ in it. Share your goals with your companion and ask for their feedback on the grammar you used in your sentences. Put the list of goals somewhere where you will read it every day.



Listening

- B. Find a young man or woman who is preparing to serve a mission. Ask him or her to practice introducing the Book of Mormon to you. Write down any of the phrases that use with “របស់” and “នៃ.” Ask the member to help you use those words correctly in your own teaching.



Reading

- C. Read in the Cambodian Book of Mormon in Alma 34: 20–27. Underline the word “របស់” and pay attention to how it is used. Create a lesson plan about prayer for one of your investigators and include these verses in it. Practice teaching your plan to your companion who will play the role of that investigator and give feedback on how well you used possessives.
- D. Read the section labeled “គោលបំណងរបស់អ្នក” on page 1 of the Cambodian *Preach My Gospel*. On a separate sheet of paper make three lists: Conjunctions, Prepositions, and Possessives. List out all the corresponding words contained within the paragraph. Check your answers.



Writing

- E. On a separate sheet of paper, write the translation for each sentence in Cambodian. Check your answers.
1. Whose responsibility is it to teach the gospel in the family?
 2. Missionaries teach the doctrine of Christ.
 3. My faith in the Atonement of Jesus Christ is strong.
 4. This is ភាព's Book of Mormon.
 5. Your tithing money helps the church build temples.
 6. Jesus Christ is everyone's Savior, even though some people don't believe.
 7. The Church of Jesus Christ of Latter-day Saints.
- F. With your companion, go through the lessons in chapter 3 of *Preach My Gospel*. On a separate sheet of paper, summarize each lesson into a paragraph of what doctrines and messages it is about. Be sure to use the words ពី/អំពី as you make these summaries. Try and get to the essence of each lesson, like if you had to share each lesson in a minute or less

Companion



Speaking

- G. Imagine that while you are walking to your next appointment, you see a man waiting for a bus, reading a newspaper. You invite him to listen to your message. His response to you is that all religions teach us to be good and that it doesn't matter what religion we belong to as long as we are doing good things. With your companion, practice testifying to the man that you know there is a God, that He is our Father in Heaven, and that He has a plan for us. Once finished, switch roles and do it again. Take about two to three minutes for each companionship.
- H. Tell your companion a story about something that happened to the both of you within the last week. Make use of both ថា and ដែល five times each. After you are done, have your companion correct your usage of ថា and ដែល. Then switch roles and let your companion tell you a different story, while making use of ថា and ដែល.



Listening

- I. Ask your companion to tell you about their three favorite possessions before the mission. Listen to their use of conjunctions, prepositions, and possessive particles as they tell you about these things. Have them explain why they chose to give up these things to come on a mission. After they are finished, give any necessary feedback on their usage of these grammar principles, then switch.



Reading

- J. Read 2 Nephi 1:3 and Mosiah 19:21 with your companion. How is the word ខ្លួន used in these verses? Discuss with your companion, and brainstorm as many other phrases you can think of which use ខ្លួន in this manner. Write down what you come up with in your notebook.

Group



Speaking

- K. Scenario: On your way to your first appointment of the day, you come across an old man sitting on the path fishing. You and your companion decide to squat down next to him and start talking to him. As you are talking, he reads the name Jesus Christ on your name tag and asks if you're Christian. With his question, you decide to take the opportunity to teach him about God and the relationship that we have with him. With your companion, practice teaching the old man about God and who He is by using the grammar principle of possession. When you are done, switch roles and do it again. Let each companionship take 3-5 minutes to role play.
- L. Separate into companionships. Have each companionship choose a different picture from the front of the Book of Mormon. Each companionship will talk with each other for two minutes about the picture. Use as many prepositions as you can to describe it. After the two minutes are up, each companionship will take a turn describing their picture to the group, using the prepositions which they had talked about with each other. Write down any words used that you are unfamiliar with in your notebook.



Listening

- M. Come up with three phrases as a group. For example: ខ្ញុំជឿថាសាសនាចក្រនេះពិត . . . , យើងអាចទិញស្វាយពីរគីឡូ . . . , and គាត់នឹងទៅព្រះវិហារ Then, one phrase at a time, go around the circle, with each person completing the sentence with a coordinating conjunction and another phrase. Each person should try and use a different coordinating conjunction than ones used previously.

For example:

- ខ្ញុំជឿថាសាសនាចក្រនេះពិត ហើយថាព្រះទ្រង់បានហៅ យ៉ូសែប ស្ទីវ ។
- ខ្ញុំជឿថាសាសនាចក្រនេះពិត ប៉ុន្តែខ្ញុំមិនទាន់មានតំរិះដ៏ឥតខ្ចោះនោះទេ ។
- ខ្ញុំជឿថាសាសនាចក្រនេះពិត ដូច្នេះខ្ញុំមានសន្តិភាពក្នុងដួងចិត្ត ។

Asking About and Describing Objects, People, and Their Characteristics

Purpose

This function will help you talk about what something is like; for example, talking about what God is like and what His characteristics are.

Below are examples of the types of things you will be able to express with the grammar in this function.

- When we are resurrected, our bodies are **perfect** and **immortal**. (Adjectives- Building on the Basics)
- God loves all of His children **very** much. (Intensifiers)
- The terrestrial kingdom is **higher** than the telestial, but the celestial is **highest**. (Comparisons)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- "God Is Our Loving Father in Heaven" (What are God's characteristics? What is He like?)
- "The Great Apostasy" (What was it like during the Apostasy? What kinds of things were taught?)
- "The Restoration of the Gospel of Jesus Christ through Joseph Smith" (What was Joseph Smith like? What was it like where he lived?)
- "The Book of Mormon: Another Testament of Jesus Christ" (How would I describe the Book of Mormon and bear testimony about it?)
- "Pray to Know the Truth through the Holy Ghost" (What does the Spirit feel like?)
- "Our Life on Earth" (How would I describe this life?)
- "The Spirit World" (What is the spirit world like?)
- "Kingdoms of Glory" (What are the three kingdoms like? How are they ranked and why?)
- "Obey the Word of Wisdom" (What are things we should avoid taking into our bodies?)

Tasks from the Missionary Vocabulary and Phrases Book

- "Get to Know Someone" (What kind of person is he or she? What is his or her family like?)
- "Make a Purchase" (How would I describe what I want to buy?)
- "Meet Someone" (What do I want them to know about who we are? Can I describe them to someone else?)
- "Give Directions" (What does the building look like?)

Adjectives - Building on the Basics

Examples

Our bodies are sacred .	រូបកាយរបស់យើងពិសិដ្ឋ ។
Our physical bodies are imperfect .	រូបកាយសាច់ឈាមរបស់យើងមិនល្អឥតខ្ចោះទេ ។
The Great Apostasy led to spiritual darkness.	ការក្បត់សាសនាដ៏ធំ នាំមកនូវសេចក្តីងងឹតខាងវិញ្ញាណ ។
We are accountable for our own sins.	យើងទទួលខុសត្រូវចំពោះអំពើបាបរបស់យើង ។
Honorable people who did not accept the gospel will live in the terrestrial kingdom.	មនុស្សដែលសុចរិតតែមិនបានទទួលដំណឹងល្អនឹងទទួលកន្លែងនៅក្នុងនគរទេវស្រ្ទាល ។

Explanation

In this section you will have the chance to learn more about adjectives and how to use them to describe other nouns. You will review the basic grammar structure of adding adjectives to nouns. You will also learn how to describe colors and add them effectively to your speech. The “-able” adjective structure will be introduced to you and its applications and limitations explained. Finally, you will learn about the use of negative particles to reverse the meaning of adjectives and verbs.

Noun + Adjective: Using ដ៏/ដែល

As you learned in previous sections, in Cambodian an adjective comes directly after the noun it describes. When you want to emphasize the adjective you are using, the article ដ៏ is typically used. ដ៏ is used between the noun and the adjective and has the meaning “which is.” The words ដ៏ and ដែល are somewhat interchangeable as they have very similar meanings. Another common pattern is for ដ៏ to be used in conjunction with true adjectives, while ដែល is used with descriptive verb phrases like enduring faith or abiding trust. Here is the basic grammar form of Cambodian adjectives.

11a

Noun + (ដ៏) + Adjective(s)

Examples

Noun	(ដ៏)	Adjective
មិត្តភក្តិ <i>friend</i>	(ដ៏) <i>which is</i>	ជិតស្និទ្ធ <i>close</i>
ខ្នើយ <i>pillow</i>	(ដ៏) <i>which is</i>	ទន់ណាស់ <i>very soft</i>
ផ្លូវ <i>road</i>	(ដ៏) <i>which is</i>	ចង្អៀត <i>narrow</i>
មេរៀន <i>lesson</i>	(ដ៏) <i>which is</i>	វែងអស្ចារ្យ <i>long and amazing</i>

More Examples

ទ្រង់បានធ្វើជាគំរូដ៏ល្អឥតខ្ចោះ ។
He has set the **perfect** example.

តាមរយៈសេចក្តីជំនឿ អ្នកអាចទទួលបានវិវរណៈផ្ទាល់ខ្លួន ។
Through faith you can receive **personal** revelation.

សេចក្តីសង្ឃឹមគឺជាការទុកចិត្តជាប់ជានិច្ចថា ព្រះអម្ចាស់នឹងបំពេញការសន្យារបស់ទ្រង់ ។
Hope is an **abiding** trust that the Lord will fulfill His promises

ប្រភពដែលមិនចេះចប់ នៃសេចក្តីសង្ឃឹមរបស់យើង គឺថា យើងជាបុត្រាបុត្រីនៃព្រះ ។
The **unfailing** source of our hope is that we are sons and daughters of God.

តើបញ្ញត្តិណាមួយសំខាន់បំផុត ក្នុងចំណោមក្រឹត្យវិន័យទាំងអស់ ?
“Which is the **great** commandment in the law?”

Omitting ដ៏

When the only purpose of a sentence is to state a noun and its adjective, then ដ៏ should not be used.

មិត្តភក្តិរបស់ខ្ញុំ ល្អណាស់ ។
My friend is **great**.

In the example above, placing ដ៏ between the noun my friend and the adjective great would be incorrect.

Use ដ៏:

- To emphasize an adjective.
- Before a string of adjectives.
- In writing or formal speech.

Don't use ដ៏ when:

- The adjective is acting as the main point of your sentence.
- You want to increase speed and fluency. ដ៏ is always optional.

Colors

Like other adjectives, colors should be used after the noun that they describe. A color is often preceded by the color word ពណ៌. This word is optional in speech, but can sometimes be useful when you want to clearly specify that you are talking about a color as opposed to something else. Cambodian colors are often derived from an object that is the best representation of that color to a Cambodian. This is much like how the word orange can describe a color as well as a fruit in English. This is useful because if you ever need to describe a color that you don't know the name for you can just use the word ពណ៌ in front of an object of that color. However, you must be careful when doing this to ensure you don't pick an object that doesn't have a consistent color or isn't a clear color of any kind.

11c

Noun + (ពណ៌) + Color

Examples

ខ្ញុំចង់ពាក់ក្រវ៉ាត់កពណ៌ទឹកក្រូចរបស់ខ្ញុំ ដោយសារវានាំសំណាងល្អមកខ្ញុំ ។
*I want to wear my **orange** tie because it brings me luck.*

ខ្ញុំគិតថាគាត់គ្រាន់តែស្លៀកសំពត់ពណ៌ក្រហមនៅថ្ងៃអាទិត្យ ។
*I think she only wears **red** skirts on Sunday.*

ហាងលក់ខោអាវមានពណ៌គ្រប់យ៉ាង ទាំង ក្រហម ទឹកក្រូច ស្វាយ បៃតង ខៀវ និងលឿងផង ។
*The clothing shop has many colors of fabrics including **red, orange, purple, green, blue, and yellow.***

ខ្ញុំគិតថា អាវសរបស់ស៊ីស្ទើរមើលសំនឹងក្រវិលមាស ហើយសំពត់ពណ៌ត្នោត ។
*I think that your **white** blouse looks good with your **gold** earrings and **brown** skirt.*

តើអ្នកមីងមានកាបូបដូចនេះ តែពណ៌ផ្កាឈូកទេ ?
*Do you have this same backpack in **pink**?*

Green & Blue ពណ៌ខៀវ

Green and blue are defined differently in Cambodia than in America. What you might call green, a Cambodian might call blue. ពណ៌ខៀវ encompasses blue and most greens in general delineations. It is not uncommon for a Cambodian to refer to both green and blue objects as ពណ៌ខៀវ. When specifically pointing out the color green, like a banana leaf, as being different from blue, then a Cambodian might use the term ពណ៌បៃតង.

Hue, Tone, and Color Modifiers

To specify a specific hue of pink or a certain tone of blue or a different shade of red, there is a unique vocabulary that must be learned. The words below are the most commonly used color modifiers.

Word	Meaning
ចាស់	old/dark
ទង្គិច	young/light
ស្រស់	fresh/bright
ទុំ	ripe/dull

When using a color modifier, it must be placed after the color it modifies, like any modifier in Cambodian.

11d

Noun + (ពណ៌) + Color + Modifier

Examples

ខ្ញុំចង់ពាក់ក្រវ៉ាត់កពណ៌ទឹកក្រូចចាស់របស់ខ្ញុំ ដោយសារវានាំសំណាងល្អមកខ្ញុំ ។
*I want to wear my **dark orange** tie because it brings me luck.*

ខ្ញុំគិតថា គាត់គ្រាន់តែស្លៀកសំពត់ពណ៌ក្រហមស្រស់ នៅថ្ងៃអាទិត្យ ។
*I think she only wears **bright red** skirts on Sunday.*

ខ្ញុំគិតថា អាវសរបស់ស៊ីស្ទើរមើលសំនឹងក្រវិលមាស ហើយសំពត់ពណ៌ត្នោតខ្ចី ។
*I think that your **white** blouse looks good with your **gold** earrings and **light brown** skirt.*

តើអ្នកមីងមានកាបូបដូចនេះ តែពណ៌ផ្កាឈូកទុំទេ ?
*Do you have this same backpack in a **dull pink**?*

គួរឲ្យ: Expressing the Suffix “-able/-ible”

- 11e In Cambodian the phrase គួរឲ្យ means to be worthy of and is used as a prefix to verbs to create an adjective. In English the suffix -able/-ible performs a similar function, though not identical. When គួរឲ្យ is placed before something it basically means “good for . . .,” “worthy of . . .,” “should be . . .,” or “fitting for . . .” The ឲ្យ is often dropped in colloquial speech to increase fluency.

Examples		
គួរឲ្យ	Verb	Adjective
គួរឲ្យ <i>worthy of</i>	ស្រឡាញ់ <i>to love</i>	គួរឲ្យស្រឡាញ់ <i>loveable</i>
គួរឲ្យ <i>worthy of</i>	ចូលចិត្ត <i>to like</i>	គួរឲ្យចូលចិត្ត <i>likeable</i>
គួរឲ្យ <i>worthy of</i>	សរសើរ <i>to praise</i>	គួរឲ្យសរសើរ <i>praiseworthy</i>
គួរឲ្យ <i>worthy of</i>	ខ្លាច <i>to be scared</i>	គួរឲ្យខ្លាច <i>scary</i>
គួរឲ្យ <i>worthy of</i>	ជៀសវាង <i>to avoid</i>	គួរឲ្យជៀសវាង <i>worthy of avoidance</i>
គួរឲ្យ <i>worthy of</i>	ថែរក្សា <i>to preserve</i>	គួរឲ្យថែរក្សា <i>worthy of being preserved</i>

- 11f Notice how some, but not all, of the examples above combine to create an -able/-ible word. In the case of loveable and likeable, both imply that the object should be loved or liked. This parallels well with the meaning “worthy of” that comes from គួរឲ្យ. Other examples like praise-able, scare-able, avoidable, and preserve-able seem to have a different connotation than “worthy of” and therefore do not translate the same way. Don’t just automatically assume that because a word ends in -able or -ible in English that it will be accompanied with គួរឲ្យ in Cambodian.

Examples	
ដៃគូខ្ញុំ គួរឲ្យស្រឡាញ់ណាស់! <i>My companion is so loveable.</i>	
យើងបានជិះកង់យ៉ាងលឿនបំផុតកាត់ផ្លូវដែលគួរឲ្យខ្លាច ។ <i>We biked down the scary path as fast as we could.</i>	
ថ្ងៃនេះយើងបានមានអ្នកឡើងនិយាយមួយដ៏គួរឲ្យចង់ស្តាប់ និយាយអំពីសេចក្តីជំនឿ ។ <i>Today we had an engaging speaker talk about faith.</i>	
របៀបដែលគាត់តែងតែជួយឪពុកម្តាយរបស់គាត់ គឺគួរឲ្យសរសើរមែន ។ <i>The way he always helps his parents is really praiseworthy.</i>	

Pattern Practice

	យើង we	បង្រៀន teach	គ្រួសារ family	ដែល which	គួរ(ឲ្យ) (...able)	ស្រឡាញ់ love		
តើ question word	ប្រធានសាខា branch president	ស្គាល់ to be familiar with	សុខា Sokhaa (name)	(ដែល) which	(មិន/ អត់) (negator)	គួរ(ឲ្យ) (...able)	ចូលចិត្ត to like	ទេ ? yes/no?
បាទ/ចា Yes (M/F)	ប្រធានសមាគមសង្គ្រោះ relief society president	ត្រូវតែសួរសុខទុក្ខ to need to visit	អ្នករៀន investigator			ចាប់អារម្មណ៍ to be interested	បានទេ ? can yes/no?	
អត់ទេ No	ប្រធានក្រុមអើលខ្មែរ elder's quorum president	អាចជួយយើងបង្រៀន can help us teach	សមាជិកមិនសកម្ម less-active member			បង្រៀន to teach	(ទេ) (negator)	
	អ្នកដឹកនាំបេសកកម្មក្នុងរូងដំបូង ward mission leader	បង្រៀនតាមផ្ទះ to home teach	មិត្តភក្តិ friend			អាណិត to pity		
	ប្រធានយុវជន young men's president	ស្វែងរក to search for	អ្នកដែលចង់រៀន referral			ជួយ to help		
	ប្រធានយុវនារី Young women's president					ស្តាយ to be sad		

Negative Particles

^{១១} Negative particles are words that can reverse the meaning of adjectives and verbs, and sometimes even nouns. They can also be used to mean “no” when used on their own, like the term អត់ទេ. Negative particles will always come before the verb or adjective that they negate, with the exception of the end particle ទេ. ទេ always comes at the end of the phrase that it negates as a complement to other negative particles. It is an optional addition that can be added to emphasize the negation.

There are many different words for “no” in Cambodian. Some of them are used differently than the rest. For example, ពុំ is mostly used in literature and almost never used in common speech. ឥត also is not used very frequently in common speech, except for certain phrases like ឥតគណនា ឥតគិតថ្លៃ and ល្អឥតខ្ចោះ. The technical meaning of the word អត់ is “without” or “lacking,” similar to គ្មាន, but its usage has evolved over time so that now everyone uses it like ឥត or មិន. មិន is very versatile, since it can negate any part of speech (though it must be combined with មែនជា to negate a noun). មិន is also more polite than អត់. All of the negative particles, whether it be មិន អត់ ពុំ ឥត or some derivative of those, may be used to negate an adjective or a verb.

Examples

Particle	Meaning/Use
មិន	Negates meaning of a word (common, generic, considered more refined in speech than អត់)
អត់	Negates meaning of a word (very common); also means “to be lacking” or “without”
ពុំ	Negates meaning of a word (poetic)
ឥត	Negates meaning of a word (uncommon, from older dialects)
គ្មាន	អត់មាន (only used to negate the verb “to have”)
ទេ	Used as the optional complementary ending negative particle to all negative particles; helps to reinforce the negation of a phrase

Negating Verbs

The basic grammar format for negating verbs is shown below.

11h

Subject + Negative Particle + Verb + Object + (ទេ)

Examples

ខ្ញុំនឹងអត់ទៅព្រះវិហារសប្តាហ៍នេះទេ ។
I **won't** be going to church this week.

ហេតុអ្វីបងមិនចង់ទទួលពិធីបុណ្យជ្រមុជទឹក ?
Why **don't** you want to be baptized?

អេណូសជាកូនមិនសូវអាក្រក់ប៉ុន្មានទេ ។
Enos **wasn't that** bad of a child.

ការព្យាយាម បង្ខំគាត់ឲ្យផ្លាស់ប្តូរគឺ ឥតប្រយោជន៍ទេ ។
Trying to force him to change is **pointless**.

«...ដែលមានរស្មី និងសិរីរុងរឿងដែលពុំអាចពណ៌នាបានឡើយ...»
"...whose brightness and glory **defy** all description..."

Notice in the third example the use of the word ស្រូវ. When it is used after a negative particle in this way it lessens the extreme quality of the negated verb or adjective. It has a similar feel to the phrases "not that bad," "not so smart," and "isn't so perfect." Sometimes the word ប៉ុន្មាន is placed just before the end particle ទេ to convey the same meaning.

Negating Adjectives and Adverbs

To place emphasis on negating the adjective or adverb of a sentence, the negative particle is placed just before the adjective or adverb it is negating. Because adjectives and adverbs in Cambodian can often occur after the noun or verb they modify, the negative particle will also be used after the verb. This may seem different than what you are used to in English. Look at the grammar structure as it is outlined below.

11i

Subject + Verb + Negative Particle + Adjective/Adverb + (ទេ)

Examples

ខ្ញុំញ៉ាំអត់ឆ្អែតទេ ។
I **didn't** eat enough.

ខ្ញុំទៅមិនបាន ។
I **can't** go.

ខ្ញុំទៅដល់ទីនោះអត់ទាន់ម៉ោងទេ ។
I **won't** get there in time.

It is also acceptable, especially with complementary adverbs, to use a negative particle before the verb. This would follow the same grammar structure as negating verbs and feels more comfortable to a native English speaker. While both are correct grammar forms, the structure shown above is by far the most commonly used.

Negating Nouns

To negate a noun, especially when comparing two nouns, use the phrase មិនមែនជា as a connector between the two nouns. See section 4 activity H for practice with this principle.

11j

Noun + មិនមែនជា + Noun + (ទេ)

Examples

ពួកខ្ញុំមិនមែនជាព្យាបាល ។
We are **not** prophets.

គាត់មិនមែនជាលោកគ្រូពេទ្យ ។
He is **not** a doctor.

ខ្ញុំមិនមែនជាមនុស្សឆ្កួល ។
I am **not** a lazy person.

សាសន៍លេមីនមិនមែនជាប្រជាជនដែលសប្បាយ ។
The Lamanites were **not** a happy people.

Pattern Practice

	ខ្ញុំ I		ដឹង know	ថា that	ការអធិស្ឋាន prayer	សំខាន់ important	
តើ Question word	យើង we	(មិន/អត់/ពុំ) (negative particle)	គិត think	ថា that	ព្រះគម្ពីរមរមន the Book of Mormon	ពិត true	ទេ ? yes/no?
បាទ/ចា yes (M/F)	បង you (slightly older)		ជឿ believe		សាសនាចក្រនេះ this church	ល្អ good	ហើយឬនៅ yet?
អត់ទេ no					ព្រះគ្រីស្ទ Christ	អត់ធ្មត់ patient	
	ខ្ញុំ I		ដឹង know	ថា that	ការអធិស្ឋាន prayer	គឺជា is	របៀបស្គាល់ព្រះអង្គ the way to know God
			គិត think	ថា that	ព្រះគម្ពីរមរមន the Book of Mormon	គឺជា is	សេចក្តីពិត truth
			ជឿ believe		សាសនាចក្រនេះ this church		សាសនាចក្ររបស់ព្រះអង្គ God's church

Activities

Personal



Speaking

- A. 11a-b. Practice using adjectives by describing the words and phrases given below. Come up with three adjectives for each word or phrase. Use the adjectives in a sentence (or in several sentences). Say the sentences out loud. Make sure that your tone of voice matches the topic and adjectives that you are using.

- | | | |
|----------------------|-----------------|---------------------------|
| 1. Joseph Smith | 6. baptism | 11. your phone |
| 2. Sacred Grove | 7. covenant | 12. faith |
| 3. priesthood | 8. your bike | 13. mortal life |
| 4. your apartment | 9. rainy season | 14. the celestial kingdom |
| 5. sacrament meeting | 10. the temple | 15. listening |

- B. 11f. Listen for គួរឱ្យ everyday. Write down every phrase you hear where someone uses it. Highlight phrases that are much different than the way you would have phrased it in English (for instance, someone may say គួរឱ្យខ្លាច to give a meaning that is similar to the English word “scary.” We don’t say “scared-able” in English). Go back and frequently review those phrases, particularly the highlighted ones, until you feel comfortable with the usage of គួរឱ្យ.
- C. 11a-b. Cambodians often pair up related, independent adjectives right next to each other. Common examples of this are ធំធាត់, ឈ្មួញឆ្លាញ់, ល្អប្រសើរ, ឈឺចាប់, ជូរចិត្ត, and ស្រស់ស្អាត. While unrelated adjectives may sometimes be placed adjacent to each other, this is far less common. In some circumstances, Cambodians may combine three or more adjectives by placing them right next to each other. For one day, listen to the way native speakers pair up adjectives. Write down all the adjective pairs and chains that you hear.



Reading

- D. 11a-b. Read 1 Nephi 15:32. Notice the use of ខាង. Why did it need to be used in these verses? Why is ខាង ever used in this context? What other words are frequently used with ខាង to help them function as adjectives? Write down your thoughts in your notebook, as well as make a list of as many words as you can think of that use ខាង to help a noun be used as an adjective (excluding directional words like ខាងស្តាំ or ខាងដើម).
- E. How would you say the scriptural phrases in the table below? Number a paper 1 to 10, and create two columns. In the first column, guess what each phrase below would be in Cambodian using the vocabulary you know. Then, comparing the English scriptures to the Cambodian scriptures, look up the scripture reference listed next to it, and find the actual wording used. Write it down in the second column on your paper.

Phrase	Reference
1. still, small voice	1 Kings 19:12
2. brass plates	1 Nephi 5:10
3. “broken heart and a contrite spirit”	2 Nephi 2:7
4. “strait and narrow path (which leads to eternal life)”	2 Nephi 31:18
5. “wrestling with God in mighty prayer”	Alma 8:10
6. holy prophets	Mosiah 15:11

7. great and marvelous	1 Nephi 1:14
8. great and spacious building	1 Nephi 11:35, 12:18
9. large in stature	1 Nephi 2:16
10. “thou art a sober child, and art quick to observe”	Mormon 1:2



Writing

- F. 11b. The order in which words are placed affects the emphasis of a sentence. For instance, saying “My bike is blue” would have a different word order than saying “My blue bike . . .” Practice emphasizing different parts of a sentence by translating these sentences below onto a separate sheet of paper. Check your answers with the answer key.

For example: My bike is blue. កង់ខ្ញុំពណ៌ខៀវ។

My blue bike . . . កង់ពណ៌ខៀវខ្ញុំ . . .

1. This food is delicious. **vs.** I like delicious food.
 2. That is his fast, red car. **vs.** His red car is fast.
 3. God wants us to have pure hearts. **vs.** Our hearts are pure.
 4. That tall missionary is here. **vs.** That missionary is tall.
 5. That is a good question. **vs.** That question is good.
 6. Our wonderful bishop . . . **vs.** Our bishop is wonderful . . .
 7. That terrible road is very bumpy. **vs.** That bumpy road is very terrible.
- G. 11i. On a separate piece of paper, come up with sentences that negate the following adjectives. In your sentences, once you have negated the given adjective, use the antonym of that adjective to correct the sentence.

For example: ភ្លែងក្លាយ - ព្រះគម្ពីរមេនមិនភ្លែងក្លាយទេ វាពិត។

- | | |
|----------|-----------------|
| 1. ខ្សោយ | 6. ប្រឡាក់ |
| 2. ឆ្ងាយ | 7. ច្របូកច្របល់ |
| 3. ក្រហម | 8. ក្រាស់ |
| 4. មូល | 9. ល្វីង |
| 5. យឺត | 10. ងងឹត |

Companion



Speaking

- H. 11a-b. When used, it gives the adjective a little bit more emphasis, since it calls more attention to the noun phrase. With your companion, try to focus on using ដ៏ as much as you can for one whole day. Pay attention to when ដ៏ sounds fine and when it maybe sounds too formal. Ask a native speaker if you have any questions about when it is best to use ដ៏. At the end of your day, discuss with your companion what you learned about the usage of ដ៏. Write down any patterns you noticed.
- I. 11c-e. Open up a paperback copy of the Book of Mormon. Flip to the painting at the front of the book titled *Jesus Christ Visits the Americas*. Describe the colors of the people’s clothes, the landscape, and other objects in the scene in as much detail as you can. Be sure to use words such as ថាវ, ខ្លី, and ស្រស់ to modify different colors. After you’re done describing the colors,

describe the painting in as much detail as you can using any adjectives you can think of (adjectives different than colors). Look up any words that you don't know and write them down in your wordbook. Go back and review them until you know them all from memory.



Listening

- J. Watch the Cambodian “Finding Faith in Christ” video with your companion. What adjectives do they use in the video? Write down all the adjectives that are used in the video that you don't recognize. Ask a native speaker about what those words mean, how they are used, and whether they are frequently used in everyday speech or not.
- K. 11a-b. The word រាង means a form, shape, or figure. Its usage is varied and it is often paired with adjectives to connote different things, though the original, inherent meaning of រាង doesn't necessarily change. For instance, រាង can connote something along the lines of “pretty/fairly” as in “ថ្ងៃនេះរាងត្រូវជាក់ ៗ” It can also express something similar to “has the form of . . .” like “អាគារនោះរាងខ្ពស់”. Or it can be used similarly to “ហាក់បី” or “seems to be . . .” as in “មើលទៅគាត់រាងដូចជាមិនសប្បាយចិត្ត”. For one week, listen for the word រាង. You may be surprised how often you hear it. This is the case with many new words that you learn. Write down all the ways you hear it used and then at the end of the week, write a brief summary of its usage in your notebook.



Reading

- L. 11a-b. With your companion, read the section entitled “រៀនដើម្បីដឹងពីការបំផុសនៃព្រះវិញ្ញាណ” in ប្រកាសដំណឹងល្អរបស់យើង. Copy down all the words that are used to describe what the Spirit feels like. Look up any words that you do not know. Discuss with your companion how you can better describe the quiet promptings of the Spirit to your investigators. Practice teaching about the Spirit to each other until you feel comfortable describing the different feelings that the Spirit can bring.



Writing

- M. 11h. The word ស្ទើរ is frequently put with the negative particles មិន, អត់, and ពុំ to lessen the intensity of a negative statement. Its meaning is similar to “not really” or “not quite.” Practice using ស្ទើរ with your companion by writing ten sentences each that use the word ស្ទើរ and then reading them out loud to each other. Help correct each other if necessary.
- N. 11a-b. គឺ can be used between a noun and an adjective. This concept is briefly covered in an activity in section 4, “The “To be” Verb.” គឺ is placed between a noun and an adjective to emphasize the adjective itself. The example in section 4 was “. . . តំលៃនៃព្រលឹងទាំងឡាយ គឺមហិមាណាស់ . . .” The word មហិមា is central to the meaning of this whole sentence, and this is emphasized by the use of គឺ. It also helps to clarify the sentence by connecting the adjective back to the noun that it was modifying: តំលៃ. Translate the following sentences. Use the word គឺ in each example. Note that គឺ can often be utilized in many of the instances outlined in activity F of this section, which describes how word order can emphasize an adjective. For instance, the example from that activity, “My bike is blue,” could also have been translated as កង់ខ្ញុំគឺពណ៌ខៀវ. Check your answers with the answer key.
1. Our Savior, Jesus Christ, is perfect.
 2. The day of my baptism was wonderful.
 3. Today is so fun.
 4. She is very serious.
 5. Joseph Smith was very young when he saw God.
 6. Their house is filthy.
 7. My pen is red.
 8. The new church building is pretty.
 9. The problems which Alma's people faced were difficult.
 10. His bike is old.

Group



Speaking

- O. 11a-b. Brainstorm as a group which adjectives are the best to talk about and describe the Savior. Write them up on a whiteboard. Then go around in a circle and have each person in the group come up with a sentence that uses one of the words on the whiteboard. Once a particular adjective has been used, cross it off. Keep going around the circle until all of the adjectives have been used in a sentence.
- P. 11g-j. Discuss in a group the differences and similarities between the different words for no, both those mentioned above and others (ទេ បាទអត់ទេ គ្មាន នោះទេ etc.) Write down what you discuss in a notebook.

Intensifiers

Examples

Families are very important to God.	ក្រុមគ្រួសារមានសារៈសំខាន់ណាស់ចំពោះព្រះ ។
The Great Apostasy led to the organization of many churches.	ការក្បត់សាសនាដ៏ធំនាំមកនូវការបង្កើតសាសនាចក្រជាច្រើន ។
They told Joseph that none of the churches were true.	ទ្រង់ទាំងពីរអង្គមានបន្ទូលប្រាប់យ៉ូសែបថា គ្មានសាសនាចក្រណាមួយពិតទេ ។
There are different kingdoms of glory.	មាននគរនៃភាពរុងរឿងខុសៗគ្នា ។
Do all you can to leave your area stronger . . .	ចូរធ្វើកិច្ចការឲ្យអស់ពីសមត្ថភាព ដើម្បីអោយតំបន់របស់អ្នកកាន់តែខ្លាំងឡើង . . . ។

Describing

Explanation

Intensifiers are adverbs that are added to a word or phrase to deepen, emphasize, or enhance its meaning. There are many different ways to intensify the meaning of a word or phrase. One simple way is to repeat the adjective you would like to intensify. Another way would be to add an intensifying word such as *really*, *very*, or *so*. You can also intensify a phrase by using stronger verbs and adjectives, by making a more definitive statement, or by using an intensifying phrase. In this section you will learn how to use these techniques to increase your mastery of adding emphasis in Cambodian.

Repeating Adjectives

If an adjective is repeated it increases the intensity of the adjective.

Examples

12a

ផ្ទះធំៗមួយនោះ ជាប់លេខកងកងកងមធ្យម សុវណ្ណ ។
*That **really big** (literally big big house) house belongs to his excellency Thuu Sovann.*

ម្ហូបនេះឆ្ងាញ់ៗ ។
*This food is **very delicious**.*

ពូហ៊ីរតែងតែពាក់ក្រវាត់កងមែកៗ ។
*Pu Hoa always wears **very strange** ties.*

ប៉ាស្រលាញ់យើងធំៗ ។
*Dad loves us **a lot!***

ចំណុចសំខាន់ៗគឺ . . .
*The **really important** points are . . .*

Intensifying Words

12b The words listed below can be added to your phrase to intensify its meaning. The six on the left side always occur right after an adjective. The two in the middle always occur before an adjective. The two on the right side are ending particles that emphasize the finality or definitive nature of a phrase. The English definitions are obviously rough approximations; many of these words are interchangeable.

Adjective + Intensifier			Intensifier + Adjective	Ending Intensifier
ណាស់ <i>very</i>	ក្រៃលែង <i>extremely</i>	ម្ល៉េះ <i>so</i>	សែន <i>exceedingly</i>	ទេ <i>emphasis end particle</i>
មែនទែន <i>really</i>	ខ្លាំង <i>strong/strongly</i>	ពេក <i>too</i>	មហា <i>largely (prefix)</i>	ហ្នឹង * <i>informal emphasis end particle</i>

*ហ្នឹង is one of many less-formal ending intensifiers that you will hear on a daily basis. As a missionary you should be careful to never seem too informal or casual in your speech.

Examples

ក្រុមគ្រួសាររបស់ខ្ញុំចម្លែកណាស់ ។ <i>My family is very weird.</i>	ខ្ញុំញ៉ាំច្រើនពេក ។ <i>I ate too much.</i>
គាត់ល្អមែនទែន ។ <i>He is really good.</i>	គាត់ចូលចិត្តអានអព្វកហេតុដ៏សែនអស្ចារ្យ នៅក្នុងព្រះគម្ពីរវិស្វទូ ។ <i>She likes to read the really amazing miracles in the Bible.</i>
លោកមានឥទ្ធិពលធំក្រៃលែង លើក្រុមគ្រួសាររបស់គាត់ ។ <i>He has a very big influence on his family.</i>	គាត់ចូលរៀនមហាវិទ្យាល័យនៅភ្នំពេញ ។ <i>He attends the university (literally very big school) in Phnom Penh.</i>
លោកសង្ឃបានទេសន៍ឮខ្លាំង ។ <i>The monk was speaking loudly.</i>	ខ្ញុំអត់ដឹងហ្នឹង ។ <i>I really don't know.</i>
គាត់ញ៉ាំច្រើនម្ល៉េះ ។ <i>He really ate a lot.</i>	ខ្ញុំសប្បាយទេ ! <i>I'm really happy!</i>

Intensifying Phrases

Intensifying phrases typically come after verbs and while they may add some meaning, they can also be used when trying to add emphasis to a phrase. Familiarize yourself with the phrases below. Keep in mind these are only some of the most commonly used phrases.

តែម្ដង <i>totally</i>	(ជា)ដាច់ខាត <i>absolutely</i>
អស់រលីង <i>completely (gone, out of)</i>	មិនខាន <i>without fail</i>

Examples

អាគារបិទតែម្តង ដោយសារលិចទឹក ។
*The building was **totally** closed due to flooding.*

ចោរបានលួចអីវ៉ាន់គេអស់រលីង ។
*A thief **completely** cleaned them out.*

ខ្ញុំនឹងទៅផ្សារនៅថ្ងៃរៀបចំជាថ្នាក់ ។
*I will **absolutely** go to the market on preparation day.*

គាត់នឹងថ្លែងសក្ខីភាពរាល់ថ្ងៃអាទិត្យតមអាហារ ជាមិនខាន ។
*He will bear his testimony every fast Sunday **without fail**.*

Remember

- Intensifiers are added to a word or phrase to deepen or enhance the meaning.
- One way to intensify adjectives is to repeat them.
- Intensifying words such as so, very, and really can be added to your sentences.
- Idioms and phrases can also be used to add intensity or deeper meaning to your sentences and phrases.
- Using an intensifying end particle at the end of your sentence will add even greater emphasis.

Activities

Personal

Speaking

- A. Repeating a word or phrase can be done for several reasons: indicate plurality in some nouns, intensify adjectives, and connote repetitiveness or a pattern in phrases. Practice this principle of repetition by coming up with 10 phrases that repeat a word. Say them out loud. In one of the lessons you are teaching today attempt to use repetition five different times. Switch up the way you use it; for example, don't only use it to indicate plurality.

For example:

ឯម្នាក់ៗត្រូវតែអធិស្ឋានរាល់ថ្ងៃ ។

-ព្រះយេស៊ូវគ្រីស្ទមិនមែនត្រឹមតែបុរសម្នាក់ ទ្រង់ជាព្រះរាជបុត្រានៃព្រះវរបិតា ។

-ក្រុមគ្រួសាររបស់លីហៃបានធ្វើដំណើរចុះឡើងៗទាល់គេបានទៅដល់ដែនដីសន្យា ។

Listening

- B. Pay special attention to how native speakers enunciate ឺទេ. Often times you may think that they are using a negative particle, but it may in fact be an exclamatory particle. This may not cause any drastic changes in meaning (the sentence would be negative regardless, because of the negative particle at the beginning of the clause), but it may help you pick up on moods and feelings better. This will also help you understand if someone is making an exclamatory statement or asking a yes-or-no question. For a week, write down every sentence you hear when someone uses ឺទេ in a way that you are unsure of its exact meaning. Go back at the end of the week and evaluate the sentences you wrote down. Determine how the speaker was trying to communicate the word ឺទេ. If you need further help with the word ឺទេ, don't be afraid to ask a native speaker.

- C. A significant part of Cambodian humor involves using intensifiers to make hyperbolic statements. Look for less-formal situations where it would be appropriate to use an intensifier to make a funny hyperbole. Intensifiers like ណាស់, ម្ល៉េះ, ពេក, មែន, តែម្តង, and ដល់ម្លឹង are frequently used in situations like this. Formal words such as សែន and មហា are also sometimes brought into informal contexts to be funny. Be careful to not be offensive or rude, since it is incredibly easy to speak in a way that would offend another, especially in a language that is not your native tongue. In your notebook, keep a running list of funny hyperboles and other appropriate jokes that you hear. Be sure of their correct context and usage before you use them with others.



Reading

- D. Read the following verses. Take note of how these verses use ក្រៃលែង as an intensifier. In which situations was it used to intensify a word or phrase? Write down what you learn, as well as what you have observed about how ក្រៃលែង is used, or not used, in everyday speech. Consider asking a native speaker how they make use of the phrase.
1. 2 Nephi 1:1
 2. Mosiah 23:4
 3. Alma 62:41
 4. Alma 43:21
 5. 3 Nephi 6:13
- E. Observe the usage of the intensifying phrase ជាងគេ in the following verses (you might open up to the English companion verse to see what the Cambodian translators translated from). What does this phrase mean in this verse? Where was the intensifier used in the sentence? How does this compare to how you hear it used in everyday conversation? Summarize everything you know about the intensifying phrase ជាងគេ in a paragraph in your notebook.
1. Alma 41:15
 2. Alma 53:17
 3. Mormon 3:11, 16



Writing

- F. The word ពេក is very similar to the English word “too,” as in “That is too much,” or “That is too far.” While the English word “too” is only used with adjectives, the Cambodian word can be used with either គ្រឹះ. Often with verbs. Practice using the word ពេក by translating the following sentences into Cambodian on a separate sheet of paper. Check your answers.

For example:

This place is too far from the church. → កន្លែងនេះឆ្ងាយពេកពីព្រះវិហារ។

Don't run too much. → កុំរត់ពេក។

ឯនិយាយច្រើនពេកក្នុងមេរៀននោះ។

1. This soup is too hot.
2. We should not stray too far away from God.
3. It is too hot today.
4. She knows too much.
5. We rode our bikes too fast.
6. He spends too much time with people who are a bad influence on him.
7. Can you plan too much?

8. Asking too many questions can sometimes make someone feel nervous.
 9. I eat too much.
 10. I eat too much meat.
 11. The temple is too far for them to go regularly.
 12. She writes too much.
- G. The word exceedingly is often used in the Book of Mormon as an intensifier. Read the verses below, in English, and write down your own translation for the use of exceedingly in each verse. Now read the verses in Cambodian and write down the actual translation next to your own. Compare the two translations and write a paragraph in Cambodian explaining how intensifiers are used in the scriptures. Ask your companion to read your paragraph and check your logic, grammar, and spelling.
1. Alma 50:18
 2. 4 Nephi 1:10
 3. Ether 9:16
 4. Alma 62:48
 5. Alma 43:43
 6. Helaman 6:12
 7. 3 Nephi 19:3
 8. Companion
 9. Speaking
- H. ណាស់ and មែនទែន may be the two most common intensifiers in Cambodian. Their usages differ slightly, similar to the words “very” and “really” in English. They almost mean the exact same thing, and in many sentences they both sound perfectly fine, but sometimes “very” sounds better than “really,” and vice versa. It is the same way in Cambodian with ណាស់ and មែនទែន. Practice using ណាស់ and មែនទែន with your companion by coming up with a compliment for every single person whom you plan to meet with this next week. The sentences need to use ណាស់ or មែនទែន to highlight a specific positive quality that you admire or have noticed in each person. Write these sentences down and use them as you teach these people later in the week; be sure to tell each one of them what you’ve been admiring or noticing about them. Remember to use ណាស់ and មែនទែន as you tell them.
- For example: មីងធារីស្រស់លាញ់កូនចៅរបស់មីងខ្លាំងណាស់!
- I. The Cambodian word for “strong,” ខ្លាំង, is frequently used to intensify words. The meaning of ខ្លាំង actually is not changed to do this, it just has a much more varied usage than the English word for strong. Practice teaching the first lesson with your companion. Between the two of you, use 10 sentences that utilize ខ្លាំង as an intensifier. Afterwards, discuss any questions you have about the word ខ្លាំង. Ask a native speaker if you are still unsure.



Listening

- J. Not all intensifiers go after the word or phrase they are intensifying. Older words, such as សែន and មហិមា, actually occur before the word or phrase they are intensifying. While neither are used in common speech very often, they are frequently used in Cambodian literature and poetry. Write down every time you hear or see one of these two words used. Keep a running log in a notebook in order to help you understand what phrases and words are best to use these two words with.

- K. តែម្តង can be a difficult word to understand at first. Its literal meaning is “only one time” and it is often used literally. Sometimes though, in informal contexts, it essentially means “completely” or “totally,” in the way that those two words are used to intensify things. It can also just colloquially emphasize something, although its usage is slightly different from ណាស់ or មែនទែន. It connotes a finality, completion, absoluteness, or immediacy to the word or phrase that it is intensifying or emphasizing. Listen for តែម្តង (and its often-used contraction, which sounds like “ត្នង”) as you go about each day. Record patterns of its usage, then summarize its meaning and usage in a notebook, according to your personal experience with the word.



Reading

- L. ម្ល៉េះ is a commonly used intensifier. It is often used similarly to “so” or “so much” in English, as in “She is so good” (គាត់ល្អម្ល៉េះ) or “Their voices are so much alike” (សម្លេងពួកគាត់ស្រដៀងគ្នាម្ល៉េះ). Read the two scriptures listed below that use the word ម្ល៉េះ. Write down what you observe about how it is used in these verses. Write down how often you hear ម្ល៉េះ used that way in everyday conversation. List every other meaning and usage of ម្ល៉េះ that you can think of.
1. John 3:16
 2. D&C 34:3
- M. Read the following verses with your companion. Focus on the usage of អតីបរមា in these verses. After you have read them, discuss how it was used in the verses. Talk about how much អតីបរមា is used in everyday conversation, as well as the use of its antonym, អប្បបរមា.
1. 1 Nephi 5:21
 2. 1 Nephi 8:12
 3. Jarom 1:3
 4. Alma 31:2
 5. Alma 60:14
 6. Mosiah 4:11, 20

Group



Writing

- N. Invite each missionary to write down as many intensifiers as there are missionaries in your group, minus one (for example: if you had eight missionaries in your group, you would write down seven intensifiers on the board). Each member of the group will write a specific, positive compliment for all the other members of the group using a different intensifier from their list for each compliment. At the end, take turns reading your sentences. Afterwards, give each other constructive feedback on grammar and word usage as necessary.

Comparisons

Examples

Heavenly Father wants us to become like Him.	ព្រះបិតាសូតិចង់ឲ្យយើង ប្រែក្លាយដូចជាទ្រង់ ។
This kingdom is compared to the glory of the sun.	នគរនេះប្រៀបធៀបទៅនឹងភាពរុងរឿងនៃព្រះអាទិត្យ ។
After the anointing, one or more priesthood holders will lay their hands on your head.	បន្ទាប់ពីពិធីលាបប្រេងតែងតាំងហើយអ្នកកាន់បញ្ញត្តិភាព ម្នាក់ឬច្រើនជាងម្នាក់ដៃពួកគេលើក្បាលអ្នក ។
I've had the same kinds of questions.	ខ្ញុំធ្លាប់មានសំនួរដូចគ្នាដែរ ។
By obeying God's commandments, we come closer to Him.	តាមរយៈការគោរពបទបញ្ញត្តិរបស់ព្រះយើង ឱត្តមកជិតទ្រង់ ។

Describing

Explanation

Comparative statements are used to show the similarities and differences between two nouns based on specific characteristics. This can be done through the use of comparative adjectives (larger, stronger, faster, better, older, etc.) and superlatives (largest, strongest, fastest, best, oldest, etc.). Comparative statements, especially when contrasting two things, often use the term “as each other.” You will learn the grammar and vocabulary to make many kinds of comparisons in this section.

Comparatives and Superlatives

Comparative adjectives are typically used to indicate which of two things has more of a specific characteristic or attribute than the other. The key is that you are using them to compare only two items or groups of items. On the other hand, superlatives are used when comparing three or more things. They typically help to identify which of all of the things being compared are the most of a given attribute or characteristic.

ជាង “-er than” Comparatives

ជាង is the Cambodian word used when comparing one thing to another. It translates to the comparative suffix “-er” or to the phrase “more + adjectives + than” in English. It is placed directly after an adjective or adverb when comparing two nouns. Like English, the first noun always has more of the adjective or adverb than the second noun.

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Noun + Adjective + ជាង + Noun **or** Noun + Verb + Adverb + ជាង + Noun

ការរៀននៅមហាវិទ្យាល័យពិបាកជាងការរៀននៅវិទ្យាល័យ ។

*College is much **harder** than high school.*

ថ្នាក់រៀនផ្ទាល់ខ្លួន ឯករាជ្យរបស់ខ្ញុំ មានការទាមទារតិចជាង ។

*I think my online classes are **less** demanding.*

ខ្ញុំជិះកង់លឿនជាងដៃគូខ្ញុំ ។

*I ride my bike **faster** than my companion.*

កីឡាបាល់ទាត់ជាកីឡាដែលមានពិន្ទុតិចជាងកីឡាបាល់បោះ ។

*Soccer is a **lower** scoring sport than basketball.*

ផ្លែឈើស្រស់មានរសជាតិឆ្ងាញ់ជាងដំណាប់ផ្លែឈើ ។

*Fresh fruit tastes **better than** dried fruit.*

Superlatives

There are many different words in Cambodian that can express when something is the most, the best, or the “adjective + -est” of all. In English we use the suffix “-est/-iest,” or the comparative word “most.” In Cambodian we commonly use the three words ជាងគេ, បំផុត and បង្អស់.

Superlative	Approximate Meaning
ជាងគេ	“-er” than the rest
បំផុត	the most
បង្អស់	the most of all

All of these superlatives are used after the adjective or adverb that they modify.

Noun + Adjective + Superlative **or** Noun + Verb + Adverb + Superlative

Examples

ថ្ងៃនេះល្អជាងគេ ។

Today is the **best** day!

បងចិត្តល្អបំផុត ។

You are the **nicest**.

ការស្រលាញ់ដល់ព្រះអង្គជាបទបញ្ញត្តិសំខាន់ជាងគេបង្អស់ ។

Loving God is the **most** important commandment.

គាត់ហែលទឹកលឿនជាងគេ ។

She is the **fastest** swimmer.

អ្នកមីងមានសេចក្តីជំនឿជឿខ្លាំងបំផុត ជាងអ្វីខ្ញុំធ្លាប់ឃើញពីមុនមក ។

You have the **strongest** faith I have ever seen.

Pattern Practice

	ព្រះគម្ពីរមេម៉ែន Book of Mormon	និង and	ព្រះគម្ពីរបរិសុទ្ធ Bible	មាន have	ព្យាកាវី prophets	ខុសគ្នា different from each other	
តើ question			(មិន/អត់) (negator)	បង្រៀន to teach	ដំណឹងល្អ the Gospel	ដូចគ្នា same as each other	ទេ ? yes/no?
បាទ/ចា Yes (M/F)				មកពី come from	ការបង្រៀន teachings	ស្រដៀងគ្នា similar to each other	(ទេ) (negator)
អត់ទេ No	ព្រះគម្ពីរមេម៉ែន Book of Mormon	(មិន/អត់) (negator)	មាន have	ព្យាកាវី prophets	ខុសពី different from	ព្រះគម្ពីរបរិសុទ្ធ Bible	យ៉ាងម៉េចដែរ ? how?
			បង្រៀន to teach	ដំណឹងល្អ the Gospel	ដូចជា same as		
			មកពី come from	ការបង្រៀន teachings	ស្រដៀងនឹង similar to		

Compare and Contrast

13c Basic comparisons and contrasts can be made using the words listed below. Depending on how they are used they will appear either between the two nouns you are comparing, or at the end of your sentence.

Word	Meaning	Between Two Nouns	After Two Nouns
ដូច	same/like	ដូច(ជា)	ដូចគ្នា
ស្មើ	even/same	ស្មើ(នឹង)	ស្មើ(នឹង)គ្នា
ប៉ុន	equal/even	ប៉ុន(នឹង)	ប៉ុន(នឹង)គ្នា
ត្រឹម	equal/even	ត្រឹម(នឹង)	ត្រឹម(នឹង)គ្នា
ប្រហែល	about equal	ប្រហែល(នឹង)	ប្រហែល (នឹង)គ្នា
ស្រដៀង	similar	ស្រដៀង(នឹង)	ស្រដៀង(នឹង)គ្នា
ផ្សេង	separate/different	ផ្សេងពី	ផ្សេង(ពី)គ្នា
ខុស	wrong/different	ខុសពី	ខុស(ពី)គ្នា

(*) Parentheses indicate that the word is optional.

Notice that when you use comparative words at the end of a sentence you must add the word គ្នា. This word means “each other.” When you use គ្នា at the end of a sentence you are essentially saying two nouns are the same as, even with, equal to, similar to, or different from **each other**.

Examples

Between Two Nouns	After Two Nouns
ការអធិស្ឋានគឺដូចជាការនិយាយតាមទូរស័ព្ទ ។ <i>Prayer is like a telephone call.</i>	ការអធិស្ឋាន ហើយការនិយាយតាមទូរស័ព្ទដូចគ្នា ។ <i>Prayer and a telephone call are the same.</i>
ព្រះវិហារបរិសុទ្ធយើងខុសពីវត្តខ្មែរ ។ <i>Our temples are different from a Wat.</i>	ព្រះវិហារបរិសុទ្ធយើង ហើយវត្តខ្មែរខុសគ្នា ។ <i>Our temples and a Wat are different.</i>
សេចក្តីសប្បុរសគាត់ស្មើនឹងសេចក្តីស្រឡាញ់គាត់ ។ <i>His kindness was equal to his love.</i>	សេចក្តីសប្បុរសគាត់ ហើយសេចក្តីស្រឡាញ់គាត់ស្មើគ្នា ។ <i>His kindness and love were equal.</i>
សក់ខ្ញុំត្រឹមនឹងស្មាខ្ញុំ ។ <i>My haircut is even with my shoulders.</i>	សក់ខ្ញុំ ហើយស្មាខ្ញុំត្រឹមគ្នា ។ <i>My haircut and my shoulders are even with each other.</i>
ជីវិតខ្ញុំខុសពីបទពិសោធន៍អាលម៉ា ។ <i>My life is different from Alma's experience.</i>	ជីវិតខ្ញុំ ហើយបទពិសោធន៍អាលម៉ាខុសពីគ្នា ។ <i>My life and Alma's experience are different.</i>
ពងទាខុសពីពងមាន់ ។ <i>Duck eggs are separate from chicken eggs.</i>	ពងទា ហើយពងមាន់ខុសពីគ្នា ។ <i>Duck and chicken eggs are separate from each other.</i>
ខ្ញុំស្រឡាញ់កូនខ្ញុំប៉ុនប្រពន្ធខ្ញុំ ។ <i>I love my kids as much as my wife.</i>	ខ្ញុំស្រឡាញ់កូនខ្ញុំ ហើយប្រពន្ធខ្ញុំប៉ុនគ្នា ។ <i>I love my wife and kids equally.</i>

Remember

- ជាង is used after adjectives and adverbs to show which of two things has more of the given adjective.
- Superlatives like ជាងគេ បំផុត and បង្អស់ are used to show that something is the most, or the “-est/iest.”
- When words that compare and contrast are used between two nouns, they are connected to with ជា or នឹង.
- គ្នា means “each other,” and is added after compare-contrast words that are used at the end of a sentence or phrase.

Pattern Practice

	ព្រះគម្ពីរមរមន <i>Book of Mormon</i>	និង <i>and</i>	ព្រះគម្ពីរបរិសុទ្ធ <i>Bible</i>	មាន <i>have</i>	ព្យាករណ៍ <i>prophets</i>	ខុសគ្នា <i>different from each other</i>	
តើ <i>question</i>			(មិន/អត់) <i>(negator)</i>	បង្រៀន <i>to teach</i>	ដំណឹងល្អ <i>the Gospel</i>	ដូចគ្នា <i>same as each other</i>	ទេ ? <i>yes/no?</i>
បាទ/ចា <i>Yes (M/F)</i>				មកពី <i>come from</i>	ការបង្រៀន <i>teachings</i>	ស្រដៀងគ្នា <i>similar to each other</i>	(ទេ) <i>(negator)</i>
អត់ទេ <i>No</i>	ព្រះគម្ពីរមរមន <i>Book of Mormon</i>	(មិន/អត់) <i>(negator)</i>	មាន <i>have</i>	ព្យាករណ៍ <i>prophets</i>	ខុសពី <i>different from</i>	ព្រះគម្ពីរបរិសុទ្ធ <i>Bible</i>	យ៉ាងម៉េចដែរ ? <i>how?</i>
			បង្រៀន <i>to teach</i>	ដំណឹងល្អ <i>the Gospel</i>	ដូចជា <i>same as</i>		
			មកពី <i>come from</i>	ការបង្រៀន <i>teachings</i>	ស្រដៀងនឹង <i>similar to</i>		

Activities

Personal



Speaking

- A. Open up to lesson one in chapter 3 of *Preach My Gospel*. Think of as many superlatives as you can that relate to this lesson. Use បំផុត and បង្អស់ to create your superlatives. Try and come up with 20 superlatives that you can say out loud. Write down any that you haven't ever used before and use them the next time you teach lesson one.



Listening

- B. The words ផ្សេង(ពី)គ្នា, ខុស(ពី)គ្នា and ខុសប្លែក(ពី)គ្នា can all technically be used to mean the word "different" in English, but their meanings are unique in Cambodian. Try and determine on your own how they are different. Then go and ask a native speaker how they are different. Write down what the native speaker tells you. Catch yourself if you are using one of them where you should be using another.



Reading

- C. Read the following verses in Cambodian. Pay attention to the use of comparison in each verse. Write down in your journal ways to compare that you saw in these verses but you had never thought about or heard before. Ask a native if you are having difficulty.
1. 1 Nephi 8:11, 12
 2. 1 Nephi 11:8, 15, 22, 23
 3. Alma 11:10–14
 4. Alma 26:32
 5. 3 Nephi 13:28–30
 6. 3 Nephi 14:24–27
 7. Matthew 22:1–2
 8. Matthew 25:14, 40

- D. Read Alma 32:26–43 in Cambodian. Analyze this passage about faith being compared to a seed. Also compare Matthew 13:31–32. Answer the following questions in Cambodian in your notebook.
1. In these scriptures what does the seed represent?
 2. How does faith develop like a seed?
 3. How does the faith of those who nourish it diligently compare to those who don't nourish it?
 4. What are the fruits of these seeds in Alma and Matthew?



Writing

- E. Practice comparing and contrasting in Cambodian by translating the following sentences. Use words such as ដូចគ្នា ផ្សេង(ពី)គ្នា ស្មើគ្នា and ប៉ុន្មានគ្នា. Check your answers.
1. Those verses are similar.
 2. Your faces are about the same.
 3. American food and Cambodian food are very different from each other.
 4. I was talking about different people.
 5. We are the same age.
 6. The flood waters were up to my roof!
 7. We are all equal because we are all children of God.
 8. My hand and your hand are the same size.
 9. Either way is fine; both ways are just as good.
 10. Our church is different from that church.
 11. All Christian sects are not the same; they are separate from each other.
 12. We want to make sure that those boards are level with each other.
- F. Practice using the word ជាង in Cambodian. Translate the following sentences onto a separate sheet of paper. Check your answers.
1. ម៉ៅ's house is farther than បុរាណ's house.
 2. My email was longer than my companion's.
 3. America is 10 times colder in the winter than Cambodia.
 4. They are the strongest members in the branch.
 5. She is younger.
 6. I spent longer on my email than my companion.
 7. In our district, he is the happiest person.
 8. She definitely knows more than I do.
 9. He spoke the most.
 10. We have a lot more investigators than before.
 11. I'd prefer to wait, rather than baptize him before he is ready.
 12. That is the biggest cow I have ever seen.
 13. He read three times as much as before!
 14. I think it is better that way.
 15. Our lesson with her was shorter than normal.
 16. Our companionship ate the most food.

- G. Determine whether each sentence would use ដដែល or ដូចគ្នា (or maybe just ដូច). Translate each sentence onto a separate sheet of paper. Check your answers.
1. Our Church today is the same church that Christ established when He was on the earth.
 2. The names Jehovah and Jesus Christ refer the same being.
 3. Your bike helmet is the same as mine.
 4. I've had the same bike my whole mission.
 5. Does he still live in the same house?
 6. We have the same shirt.
 7. They come from the same province.
 8. Heavenly Father, Jesus Christ, and the Holy Ghost are not the same person, but they are the same yesterday, today, and forever.
 9. Those words are not spelled the same.
 10. We taught him the same lesson we taught him last time.

Companion



Speaking

- H. Have a conversation with your companion taking turns comparing some of things listed below. Notice the similarities and differences. This activity can be done while you are out and about. Do this with each new companion you get.
1. Compare your outfits – How are they different in color or style? How are they alike?
 2. Compare your breakfast – What kinds of foods do you and your companion like to eat?
 3. Compare your hobbies – What hobbies do you have that are different from your companion? What hobbies do you have in common?
- I. Some concepts in the Church are difficult for Cambodians to grasp, since most Cambodians have no prior experience with Christianity. Buddhism and Christianity have many practices and beliefs that are similar, but also need to be understood as being separate and different. Practice comparing and contrasting the following beliefs and practices to your companion in a manner that is simple and easy for a Cambodian to understand. Afterwards, ask one of the church leaders in your area how they explain the difference (since they will have most likely explained these differences many times beforehand).
1. Reincarnation vs. Resurrection
 2. Going to វត្ត vs. Going to church
 3. Caring for your ancestors in Buddhism vs. Caring for your ancestors in Christianity
 4. ការសូត្រធម៌/ការប្លង់ស្នងបែបព្រះពុទ្ធសាសនា vs. Praying to Heavenly Father
 5. កម្មផល/បុណ្យនឹងបាប vs. Repentance
 6. ការចូលនិព្វាន/ឋានសួគ៌/ឋាននរក vs. Kingdoms of glory
 7. Monk vs. Missionary vs. Priest



Listening

- J. In preparation for an upcoming lesson with a recent convert family, ask them to study the Gospel of Jesus Christ. In the lesson, ask them to describe what the Spirit feels like to each of them, as well as to describe an experience when they felt the influence of the Holy Ghost. Pay attention to the use of comparisons, as they describe the difference between having the Spirit and not having the Spirit. Make notes of their description and experience in your language notebook.

- K. Cambodians love analogies, examples, and proverbs. In preparation for an upcoming lesson, make up a comparison for each major principle in that lesson. Practice teaching these comparisons to your companion and decide on two or three that you will share with the investigator. Below is a sample list of things from which you can create analogies to teach a gospel principle. If you think of an analogy that is unrelated to the lesson you are currently preparing for, write it down in your journal and keep it for later. It will prove valuable in the future.

1. Gardening
2. Lantern and oil
3. Rice fields (planting and harvesting)
4. Cambodian dancing
5. Fishing
6. Hot weather/monsoons
7. Weaving
8. Cambodian wildlife (tigers, elephants, etc.)
9. Fish paste
10. Farming
11. Cooking
12. Cattle
13. Houses on stilts
14. Respect for parents/the elderly



Reading

- L. Read 1 Nephi 8:21–30. Use this passage from Lehi’s dream to teach your investigator or recent convert about obedience and studying the scriptures. Answer the following questions with your companion to prepare you to teach.
1. Describe the three types of people in Lehi’s dream. What are they doing?
 2. What kind of obedience is reflected in each of these groups?
 3. How different are the fates of the people in the different groups?



Writing

- M. Share with your companion different things (about the people you taught, the size of the ward or branch, your apartment, etc.) about the different areas you have served in. Write down the names of the areas and ways they are similar and different to the area that you are serving in now. Give each other three to five examples for each area. Be sure to not speak negatively of any of the areas you have served in or are currently serving in. If you are serving in your first area ask your companion about other areas he or she has served in and how they compare to your current area.

Group



Speaking

- N. Compare Cambodian culture to your native culture. Everyone in the group should share something that is either similar or different from their native culture. Write the list on a board so that everyone can see it. Pay attention to the words they use in order to compare the two cultures. Write down in your notebook any words that you are unfamiliar with.

- O. Ask each missionary to name a scripture that he or she likes, one they like even more, and the one they like most. Give each missionary an opportunity to share, and then ask them each to share how one of the scriptures he or she chose has influenced his or her life. Encourage them to describe this influence by making comparison. As they share, give them feedback on their usage of the grammar, and then give opportunities to re-practice.



Listening

- P. Have someone in your group think of a random object (example: a ladder). Each person must think of something else that is “as much as” of a characteristic of the previous object.

For example:

Person 1: ជណ្តើរ

Person 2: ជណ្តើរខ្ពស់ត្រឹមដើមភ្នំ ។

Person 3: ដើមភ្នំស្ទើរដល់ថ្នាក់បីចង្កុំ ។

Person 4: បីចង្កុំវែងប៉ុនការ៉ុត ។

។ល។



Reading

- Q. Read the Parable of the Sower in Matthew 13:3–23. As a group, talk in Cambodian about the meanings of the comparisons Jesus made in this parable. Why did He make these comparisons? How does using comparisons or parables help your investigators learn about the gospel? Think of a way to use this parable or another parable of your choice in your teaching. Practice it with your companion.

Note: For more ideas of what parables to share see the Bible Dictionary for “parables.”

- R. Read the following account from President Oaks’s childhood as a group. Take turns trying to share this story in Cambodian to the group. After a missionary shares the story, take a minute to give feedback on how effectively he or she expressed the idea of good, better, and best. Then have another missionary try. With your companion, pick a recent convert or ward member who you think you can share this story to in the coming week.

“A childhood experience introduced me to the idea that some choices are good but others are better. I lived for two years on a farm. We rarely went to town. Our Christmas shopping was done in the Sears, Roebuck catalog. I spent hours poring over its pages. For the rural families of that day, catalog pages were like the shopping mall or the Internet of our time.

“Something about some displays of merchandise in the catalog fixed itself in my mind. There were three degrees of quality: good, better, and best. For example, some men’s shoes were labeled good (\$1.84), some better (\$2.98), and some best (\$3.45).

“As we consider various choices, we should remember that it is not enough that something is good. Other choices are better, and still others are best. Even though a particular choice is more costly, its far greater value may make it the best choice of all” (Dallin H. Oaks, “Good, Better, Best,” *Ensign* or *Liahona*, Nov. 2007).

Review: Describing Objects and People

This review will help you see how well you have learned the material in the previous sections. It will also help you evaluate your ability to apply several different grammar principles that you have learned in performing the following function:

Asking About and Describing Objects, People, and Their Characteristics

- Adjectives
- Comparisons
- Changing verbs into nouns
- Classifiers

Activities

Personal



Speaking

- A. Open to the last page of lesson 1 in *Preach My Gospel* and read through some of the key definitions. Look at some of the terms you find difficult to explain and practice giving a description out loud using adjectives, comparisons, and intensifiers. Write your descriptions in your notebook.



Listening

- B. Ask a native speaker to compare two different areas of Cambodia. Talk about the people, their accents, the food, and lifestyle differences. For example: compare your area with the Northeast of Cambodia. Write down the main differences between the two areas in your notebook.



Reading

- C. Read Doctrine and Covenants 20:38–65 about the offices of the priesthood. Compare the responsibilities of people in the auxiliaries listed below. Write a sentence using adjectives and comparisons to describe each auxiliary in the Church as if speaking to an investigator. See *Preach My Gospel* lesson 5 for more help with this activity.
1. Priesthood
 2. Relief Society
 3. Young Women / Young Men
 4. Primary
 5. Sunday School
- D. Read Jacob 5:1–10 about the allegory of the tame and wild olive trees. Write down the following symbols in Cambodian. Check your answers.
- | | |
|---------------------------|-------------|
| 1. Wild olive tree | 5. Vineyard |
| 2. Tame olive tree | 6. Branches |
| 3. Master of the vineyard | 7. Fruit |
| 4. Servants | |



Writing

- E. Describe the temple by comparing and contrasting it with objects in the scriptures. Read the following Cambodian scriptures, then write down a comparison about the temple. Check your answers.
1. Doctrine and Covenants 93:35
 2. Mosiah 2:37
 3. Alma 7:21

Companion



Speaking

- F. Read 3 Nephi 13:24. What does it mean to serve two masters? With your companion, use this scripture to come up with an analogy to illustrate what it means to serve God with all of your “heart, might, mind, and strength.” Use a combination of adjectives, comparisons, verbs changed to nouns, and classifiers to talk about ways to become a more consecrated missionary.
- G. With your companion talk about the characteristics of someone who is genuinely interested in your message. Contrast that example with someone who listens to your message because they want to be nice to you or they are afraid of offending you. Taking turns with your companion, let your companion take the role of an investigator who is either interested or disinterested, and ask your companion questions to find out what type of investigator they are. Discuss how you can help your current investigators who may be less-interested in the gospel become more invested in your message.
- H. Sharing personal experiences and stories can be very powerful in lessons with investigators. They will help you to relate to your investigators and show that you are not all that different from them, as well as they will provide a comforting example of faith for your investigators to follow. The experiences don’t even need to be your own; stories from your family or family history can have a powerful effect as well. Practice relating to your investigators with your companion by having your companion pretend to be an investigator who has recently related an experience to you. Share a similar experience or thought from your own life. Then switch places with your companion and give them a turn to practice relating to investigators.

For example: “Your experience is very similar to something that happened to my Great-Grandfather when he . . .”



Listening

- I. Using adjectives, comparisons, and intensifiers, take turns with your companion describing one of the pictures in the front of the Book of Mormon or the gospel art book without saying any of the names of the people in the picture. Using the clues your companion gives you, try to find the place in the Book of Mormon that depicts this story.
- J. Ask a member how their life has changed since they joined the Church. Listen as they compare their former life to this life, and pay special attention to what words they use to compare and contrast. After they are finished, summarize what they just told you by using similar comparison words to the ones that they used. Then, ask them about somebody they know that could be benefited from those changes that they just described. Promise to contact the referral as soon as possible and make sure that you do so. Invite the member to share those same changes with their chosen friend that they described to you and your companion. This can also be a good question to ask your investigators to help them see the fruits of the gospel



Reading

- K. With your companion, read “A Brief Explanation about the Book of Mormon” in the preface to the Book of Mormon. Use adjectives, verbs changed to nouns, and classifiers to describe the Book of Mormon to your companion. What was Mormon’s role with the scriptures? What was Moroni’s role with the scriptures? Discuss your answers with your companion.



Writing

- L. Read Doctrine and Covenants 76:50-92 about the kingdoms of glory. Draw a chart like the one below with three columns to write the characteristics of each kingdom and the people in the kingdom. Your answers may vary. When you are finished filling out the chart, practice comparing and describing the celestial, terrestrial, and telestial kingdoms to your companion.

Celestial	Terrestrial	Telestial

Group



Speaking

- M. Share your favorite scripture with your district. Using the principles in this section, explain a little bit about why it is your favorite, and describe how it relates to your life.
- N. Scenario: You and your companion have been teaching a Buddhist family who has been asking to see a picture of your family. In today’s lesson, you decided to bring a picture of your family to show to these investigators. As you are sitting down with them, you pull out the picture and introduce your family and describe each person in the picture. With another companionship, have three of the missionaries take the role of the investigator family and have the fourth person be the missionary. Using the grammar principles from this lesson, have the missionary practice describing and comparing his or her family to the investigators. Have the investigators ask questions about the family of the missionary. Once you are finished, switch roles and redo the scenario.



Listening

- O. The Savior often taught in parables or comparisons. To follow His example, give each companionship a few classifiers and have them come up with a parable/analogy to teach a principle of the gospel. Once the preparation is over, have companionships practice teaching the group. As you listen to each companionship teach, write down the comparison, the classifiers, and any adjectives used to describe the parable.
- P. As a group, pick several principles that are difficult for people with a Buddhist background to understand. For example: God, Jesus Christ, faith, grace, atonement, or prophets. Assign two missionaries to describe each principle using adjectives and comparisons. Listen to the descriptions used by other missionaries, and write down the ones you would like to use in the future. Once you have a good list of descriptive words practice teaching using the words listed. Have other missionaries listening give feedback to their companion.

Asking About and Describing Actions and Events

Purpose

This function will help you talk about what is happening going on; for example, what God does for us or how we can keep the Sabbath day holy. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- I **read** the verses that the missionaries **left** with me. (Verbs - Building on the Basics)
- **How** can I be cleansed from my sins? (Methods)
- I **was baptized** by my father. (Passive Voice)
- Will you pass this **back to** her? (Direction of Action)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- "Heavenly Father Reveals His Gospel in Every Dispensation" (What is the pattern of gospel dispensations? What was revealed in them?)
- "Pray to Know the Truth through the Holy Ghost" (What do we do to learn truth?)
- "Our Life on Earth" (What are we supposed to do during this life?)
- "The Atonement" (What does the Atonement do for us? What do we do to apply it in our lives?)
- "Faith in Jesus Christ" (How have you shown your faith?)
- "Repentance" (What does it mean to repent? How can we know if we are forgiven?)
- "Baptism, Our First Covenant" (What happens during baptism? How will baptism prepare us to take the sacrament?)
- "The Gift of the Holy Ghost" (What does the Holy Ghost do for us?)
- "Endure to the End" (What do we do to endure to the end?)
- "Service" (What can we do to serve others? What service will you offer this week?)
- "Teaching and Learning in the Church" (What does the Church do for us?)

Tasks from the *Missionary Vocabulary and Phrases Book*

- "Conduct a Meeting" (What will happen during the meeting?)
- "Explain Priesthood Ordinances" (What do we do with the priesthood?)
- "Extend Commitment Invitations" (What does my invitation really ask them to do? How will I know if they fulfilled the commitment?)
- "Help People Resolve Their Concerns" (What is keeping them from gaining a testimony? What have we taught that they do not fully understand?)
- "Perform Priesthood Ordinances" (What things do I say and do during an ordinance?)
- "Plan Daily and Weekly Activities" (What will you do this week?)
- "Talk with Everyone" (What do they do for work/fun?)
- "Teach Others How to Pray" (What do we do when we pray? What blessings has God given you?)
- "Use the Scriptures" (How can someone apply the scripture in his or her life?)

Verbs - Building on the Basics

Examples

The Holy Ghost helps us recognize the truth.	ព្រះវិញ្ញាណបរិសុទ្ធជួយឲ្យយើងទទួលស្គាល់សេចក្តីពិត ។
Please help me to work diligently .	សូមជួយទូលបង្គំឲ្យធ្វើការដោយឧស្សាហ៍ព្យាយាម ។
We give at least the amount we would have spent on food.	យើងបរិច្ចាគយ៉ាងតិច ទៅតាមការចំណាយលើអាហាររបស់យើង ។
We are sure you will make the right decision.	យើងជឿប្រាកដថាអ្នកនឹងធ្វើការសម្រេចចិត្តត្រឹមត្រូវ ។
We understood and accepted this plan before this life.	យើងបានយល់ ហើយបានទទួលយកផែនការណ៍នេះតាំងពី មុនជីវិត ។

Explanation

Cambodian is a verb-rich language and has many more unique verbs than English. Being able to use the correct verbs in any given situation is something that sets apart excellent language speakers from average language speakers. This section will help you to see the variety of uses for verbs in the Cambodian language. We will also discuss the use of adverbs in modifying the meaning of verbs and other parts of speech. This in turn will allow you to master other aspects of Cambodian as you serve among its native speakers.

Verb-Rich Examples

As with any language, translation is not usually a straightforward, word-for-word trade between languages. This is partially due to the fact that every word in a language is attached to a specific meaning and context unique to that language. In Cambodian, there are many, many verbs that we don't have a word for in English. There are multiple words for verbs in Cambodian that only have one word in English. The reasons for this vary, from specificity (like for the word "to carry") to varying levels of honor and respect (like for the word "to eat" or "to speak"). Below we have listed some of the common examples of these types of verbs so that you can familiarize yourself with this concept.

Examples

to carry	
យក	<i>to carry (generic)</i>
ដឹក	<i>to transport</i>
កាន់	<i>to carry in hand (hold)</i>
លី	<i>to carry on the shoulder</i>
សែង	<i>to carry suspended between two people</i>
វែក	<i>to carry suspended from a shoulder pole</i>
កណ្តៀត	<i>to carry on the hip</i>
ទូល	<i>to carry on the head</i>
យួរ	<i>to carry suspended from the hand</i>
ពរ	<i>to carry a child on the hip</i>
បី	<i>to carry cradled in the arms</i>
កង	<i>to carry with arms across the chest</i>
ស្តាយ	<i>to carry suspended from the shoulder</i>

to cut	
កាត់	to cut (like grass, hair, or paper)
មុត	to cut (like a hand or foot)
កាប់	to cut/chop (like timber)
បញ្ចុះ	to cut/lower (like prices)
ផ្ចែ	to cut (like gems)
កាច់	to cut/break (like sticks)
ហាន់	to cut/slice in thin pieces (like meat or ginger)

Causative Verbs

Causative verbs indicate that something is causing another thing's action (or inaction) by force, persuasion, obligation, or any other means. These are words like let, make, have, get, want, request, allow, and help. There are two ways to make a verb causative in Cambodian. While both methods are equally valid, they are used in different circumstances and with different words. The examples and explanations below will help guide you to know when to use causative verbs, and how to correctly create them in the Cambodian language.

The Causative ឲ្យ

ឲ្យ is one of the most versatile words in the Cambodian language. You will see it a number of times in this book because it is a grammar word that has many different meanings such as in order to, to give, for, in such a way, to, and to cause. This section will focus on the definition to cause. When you are using a verb in a causative sense, use ឲ្យ to indicate causation. Often in colloquial speech you will hear natives drop the causative verb, especially if the meaning of "let" conveyed by ឲ្យ is sufficient.

14b

Causative Verb + ឲ្យ + Noun

ខ្ញុំអត់(ទុក)ឲ្យកូនខ្ញុំមើលទូរទស្សន៍ ។
I don't **let my kids** watch too much television.

មេខ្ញុំអត់(អនុញ្ញាត)ឲ្យខ្ញុំឈប់ធ្វើការនៅថ្ងៃអាទិត្យ ។
My boss doesn't **allow us** to take time off on Sunday.

គ្មានណាគេតម្រូវឲ្យខ្ញុំមកស្រុកខ្មែរ ខ្ញុំចង់បម្រើបេសកកម្ម ។
No one **made me** come to Cambodia, I wanted to serve a mission.

យើងនឹងមិនទាមទារឲ្យបងធ្វើអ្វីដែលបងមិនចង់ ។
We won't ever **require you** to do anything you don't want to do.

ខ្ញុំនឹងឲ្យអ្នកដឹកនាំមណ្ឌលខ្ញុំមកនៅថ្ងៃអាទិត្យដើម្បីសម្ភាសន៍អ្នកមីង ។
I'll **have my district leader** come on Saturday to interview you.

យើងត្រូវធ្វើម៉េចឲ្យសាខានេះចាប់អារម្មណ៍ពីកិច្ចការផ្សព្វផ្សាយសាសនា ?
How can **we get the branch** excited about missionary work?

យើងត្រូវធ្វើម៉េចជួយឲ្យអំណែតទៅព្រះវិហារ ?
How can we **help Om Ngaet** get to church?

ខ្ញុំសូមឲ្យបងអធិស្ឋានបានទេ ?

Will you please say the prayer?

ពួកគូនសូមឲ្យទ្រង់ប្រទានពរដល់មីងធារី ។

We ask Thee to bless Ming Thiary.

ខ្ញុំចង់ឲ្យគាត់ទុកចិត្តយើង ។

I want him to trust us.

គាត់ចង់ឲ្យយើងទៅសប្តាហ៍ក្រោយ ។

He wants us to go next week.

ជីវិតនេះបានផ្តល់ឲ្យយើងនូវបទពិសោធន៍ដើម្បីជ្រើសរើសរវាងល្អនិងអាក្រក់ ។

This life gives us experience to choose good from evil.

ដង្វាយធូនធ្វើឲ្យយើងត្រឡប់ទៅជួបនឹងព្រះវិញបាន ។

The Atonement makes it possible for us to return to God.

ព្រះបិតាសូត្រចង់ឲ្យយើងត្រឡប់ទៅរស់នៅជាមួយទ្រង់វិញជាចំណែកនៃគ្រួសាររបស់ទ្រង់ ។

Heavenly Father wants us to return to live with Him as part of His family.

Infix for Causative Forms

Using an infix to change a verb is another way to make it causative. Using the causative infix form of a word precludes the need to add ឲ្យ because the causation is implied by the infix. Many verbs can be changed using a similar infix transformation to the one you learned in section 7b Noun-Infixes. There are three steps to changing many verbs to their causative form.

(Keep in mind the steps below represent a general pattern— not a hard fast rule. While these steps will help you create the majority of causative infix transformations, there are still many exceptions.)

1. The majority of causative verbs begin with ប្រ, though some may begin with ព or another letter.
2. The second consonant will be one of the following: ង ញ ន ណ or ម/អំ. (See the note below for picking the correct one).
3. The starting consonant of the verb in its non-causative form will become the sub-consonant of the ង ញ ន ណ or ម, with the rest of the word following after. Words that start with ប ផ ព and ភ are the most simple to change to causative infix forms; you just place the word after the prefix ប្រ.

Occasionally, this causative transformation is used on adjectives as well. When used with an adjective it changes the meaning of the adjective to “to cause to be” as in “to cause to be broken, to cause to be clear, or to cause to be bright.”

How do you predict which second consonant to use in causative verb transformations?

ក ខ គ ឃ រ វ ហ អ	→ ង
ច ឆ ជ ឈ	→ ញ
ដ ប ឧ ធុ	→ ន
ត ថ ទ ធ យ ស ឡ ល	→ ណ
ប ផ ព ភ	→ ម/អំ

Note: Using the box above you can figure out which middle consonant will most likely be used in the corresponding causative verb. For example, if you wanted to create the causative form of the verb បិប (to finish), you would do the following:

1. Start with ប.
2. Look at the chart. បំ starts with ប so the next consonant in your causative verb would be ញ.
3. Add បំ to the ញ so you end up with បញ្ចប់ (to cause to be finished).

Root	Verb/Adjective	Causative Verb	Translations (root/causative)
កើត	verb	បង្កើត	<i>to be born/to create</i>
កើន	verb	បង្កើន	<i>to increase/to promote</i>
ខក	verb	បង្ខក	<i>to postpone/to cause a delay</i>
ខូច	adjective	បង្ខូច	<i>broken/to break</i>
ខំ	verb	បង្ខំ	<i>to try/to force</i>
រៀន	verb	បង្រៀន	<i>to learn/to teach</i>
ហាត់	verb	បង្ហាត់	<i>to practice/to coach</i>
ហុយ	verb	បង្ហុយ	<i>to whirl or spread (like smoke or dust)/to kick up dust</i>
ចប់	verb	បញ្ចប់	<i>to finish/to bring to an end</i>
ឆេះ	verb	បញ្ឆេះ	<i>to burn/to set on fire</i>
ជាក់	adjective	បញ្ជាក់	<i>clear or certain/to clarify or confirm</i>
ជោក	verb	បញ្ឆោក	<i>to soak or to be obsessed/to saturate or to persuade</i>
ឈប់	verb	បញ្ឈប់	<i>to stop/to cause to stop (to halt)</i>
ឈឺ	adjective	បញ្ជឺ	<i>to hurt or be sick/to hurt someone (especially feelings)</i>
ជេញ	verb	បណ្ដេញ	<i>to expel/to send away</i>
ត	verb	បន្ត	<i>to continue/to join or link or continue</i>
ថយ	verb	បន្ថយ	<i>to recede/to cause to retreat</i>
ទន់	adjective	បន្ថន់	<i>soft, supple/to soften</i>
បាត់	verb /adjective	បំបាត់	<i>to be lost/to remove or hide</i>
បែក	verb /adjective	បំបែក	<i>to break, broken/to cause something to break</i>
ពេញ	adjective	បំពេញ	<i>full/to fill</i>
ភ្លឺ	adjective	បំភ្លឺ	<i>bright/to illuminate</i>
ភ្លេច	verb	បំភ្លេច	<i>to forget/to cause to forget</i>

Examples

ព្រះអម្ចាស់ទ្រង់បានបន្លំចិត្តគាត់ ។
The Lord **softened** her heart.

ខ្ញុំបានបន្តមេរៀនយើង ។
I **continued** our lesson.

ទូរស័ព្ទយើងជាភ្លើងដែលយើងមានដើម្បីបំភ្លឺផ្លូវ ។
Our phone was all we had to **light** our path.

ពួកយើងត្រូវតែបង្កើនសេចក្តីជំនឿរបស់យើង នៅលើព្រះយេស៊ូគ្រីស្ទ ។
We need to **grow** our faith in Jesus Christ.

ព្រះអម្ចាស់ទ្រង់បានបណ្តេញលោកអ័ដាម និងនាងអេវ៉ាចេញ ។
The Lord **cast out** Adam and Eve.

As stated above, there are exceptions to the steps for creating causative infix transformations you have just learned. សម្លាប់, to kill, is a good example of this. It comes from the root word ស្លាប់ meaning to die, but when the causative infix transformation is used, the word changes to សម្លាប់ (instead of បន្លាប់) meaning to kill, or to cause to die. This causative infix transformation verb doesn't follow the general rule. Be on the lookout for other words like this as you use this grammar principle. Other examples include ពង្រីក ពង្រីន កំចាយ តំឡើង រំលាយ and កំទេច. Once you have been immersed in the language for a longer time, your intuition will help you to know when you should or shouldn't use the causative infix on verbs. Chances are if you haven't ever heard it, then the word isn't commonly used in that way.

Adverbs

Adverbs are words and phrases that modify, qualify, or describe a verb. Occasionally they are also used to describe adjectives or another adverb. Adverbs can express relation to time, place, circumstance, manner, cause, degree, or characteristic. With some exceptions, Cambodian adverbs are typically placed directly after the word they modify

Verb + Adverb

Common Adverbs

សោះ	at all
សិន	first
ហើយ	already
ទៀត	more, again
វិញ	instead
ភ្លាម	immediately

Examples

ខ្ញុំអត់បានរៀនអ្វីសោះ ។
*I didn't learn **anything at all**.*

តោះយើង អធិស្ឋានសិន ។
*Let's pray **first**.*

ពួកខ្ញុំបានអធិស្ឋានរួចហើយ ។
*We **already** prayed!*

គាត់ចង់រៀនទៀត ។
*She wants to learn **more**.*

គាត់នឹងមកវិញ ។
*He will come **back**.*

គាត់បានទៅពួកអ្នកផ្សព្វផ្សាយសាសនាភ្លាម ។
*She **immediately** called the missionaries.*

ខ្ញុំនៅតែចង់អធិស្ឋានសិន ។
*I **still** want to pray **first**.*

Creating Adverbs using យ៉ាង, ឲ្យ, ដោយ, បាន or ជា

Adverbs can be created by adding the words យ៉ាង, ឲ្យ, ដោយ, បាន or ជា to an adjective. Each of these words has a slightly different meaning, so we will examine each separately.

14e

	Usage	Meaning
យ៉ាង	verb + (យ៉ាង + adjective)	way/kind (in a ____ way)
ឲ្យ	verb + (ឲ្យ + adjective)	so that (it is) ____
ដោយ	verb + (ដោយ + adjective)	with/by being ____
បាន	verb + (បាន + adjective)	with a ____ result
ជា	(adjective + ជា) + verb / verb + (ជា + adjective)	-ly, (it is) ____ that

Examples

ពួកយើងគួរតែសិក្សាយ៉ាងជ្រៅពីព្រះគម្ពីរ ។
*We should **deeply** study the scriptures.*

គាត់បាននិយាយយ៉ាងស្មោះសំអំពីការផ្លាស់ប្តូរចិត្តរបស់គាត់ ។
*He spoke **sincerely** about his conversion.*

ពួកគាត់បង្រៀនយ៉ាងសាមញ្ញ ហើយដោយសេចក្តីស្រឡាញ់ ។
*They teach **simply** and with love.*

បើរៀនប្រកបឲ្យត្រឹមត្រូវ នោះអ្នកនឹងចេះនិយាយយ៉ាងត្រឹមត្រូវដែរ ។
*If you learn to spell **correctly** then you will speak **correctly**.*

គាត់បាននិយាយដោយសេរីអំពីកង្វល់របស់គាត់ ។
*She spoke **freely** about her concerns.*

គាត់បានសិក្សាដោយបំណងប្រាថ្នា ។
He studied **intently**.

គាត់ធ្វើបានល្អ ។
She did **well**.

គាត់រក្សាព្រះបញ្ញត្តិបានពេញលេញ ។
He keeps the commandments **fully**.

ពួកគាត់ពិតជាជឿទៅលើព្រះយេស៊ូវគ្រីស្ទ ។
They **truly** believe in Christ.

គាត់ជួបយើងប្រហែលជាម៉ោងប្រាំបី ។
He can **possibly** meet at 5:00.

សូមទោសអី តែខ្ញុំរៀបការនឹងកូនរបស់អ័រត៍បាន ពិតមែន ។
Sorry I can't marry your child, **seriously!**

បើយើងសួរ នោះព្រះអម្ចាស់ទ្រង់នឹងឆ្លើយ ជាប្រាកដ ។
If we ask, the Lord will **certainly** answer.

14f យ៉ាង ឲ្យ បាន or ជា are commonly dropped. When using these words to create adverbs, they place a greater emphasis on the adverb of your sentence, functioning similarly to intensifiers and superlatives. Therefore, if an adverb isn't particularly important, or another part of your sentence is more important, យ៉ាង ឲ្យ បាន or ជា can be dropped to keep the sentence's focus on what is most important. When this happens you are left with a verb + adjective combination, with the adjective acting as an adverb.

Examples

ពួកយើងគួរតែសិក្សាប្រៅពីព្រះគម្ពីរ ។
We should **deeply** study the scriptures.

គាត់បាននិយាយស្មោះសំអំពីការផ្លាស់ប្តូរចិត្តរបស់គាត់ ។
He spoke **sincerely** about his conversion.

ពួកគាត់បង្រៀនសាមញ្ញ ហើយដោយសេចក្តីស្រឡាញ់ ។
They teach **simply** and with love.

បើរៀនប្រកប ត្រឹមត្រូវ នោះនឹងចេះនិយាយត្រឹមត្រូវដែរ ។
If you learn to spell **correctly** then you will speak correctly.

គាត់ធ្វើល្អ ។
She did **well**.

គាត់រក្សាព្រះបញ្ញត្តិពេញលេញ ។
He keeps the commandments **fully**.

Adverb Complements

The most unique adverb grammar form in Cambodian is in the use of adverb complements. Adverb complements are adverbs that can be paired together and often have the same meaning. They are used to bracket the verb or verb phrase that they modify. Adverb complements can be classified as either a beginning or ending complement. Beginning complements always appear before the verb they modify while ending complements come after. Typically, end complements can be dropped unless the emphasis of the sentence is on the adverb, in which case it may be the beginning complement that is dropped instead. Also, as you will see, there are some adverbs that are only expressed using an end complement.

Beginning Complements	Meaning	End Complements	Meaning
អត់ មិន ពុំ ឥត	not, won't, don't	ទេ	not, won't, don't
អាច	can, able to	បាន	can
នៅតែ	still	នៅឡើយ	still
ទើបតែ	just	មិញ	just
ក៏	also	ផងដែរ	also
តែងតែ	always	ជានិច្ច ជាដាប	always
គ្រាន់តែ	only	ប៉ុណ្ណោះ	only

Examples

គាត់អត់ទៅទេ ។
He **won't** go.

គាត់អាចអានខនោះបាន ។
He **can** read that verse.

ពួកខ្ញុំនៅតែជឿនៅលើព្រះគម្ពីរវិសុទ្ធនៅឡើយ ។
We **still** believe in the Bible.

លោកប្រធានទើបតែតេមកមិញ ។
President **just** called.

ពួកខ្ញុំក៏បម្រើផងដែរ ។
We **also** do service.

ព្រះវរបិតាតែងតែស្តាប់យើងជានិច្ច ។
Heavenly Father **always** listens.

ខ្ញុំគ្រាន់តែមានសំនួរមួយប៉ុណ្ណោះ ។
I **only** have one question.

Remember

- Be specific and precise in your use of verbs, nouns, and adjectives especially when expressing concepts distinct to Cambodian culture and language.
- When used after a verb, ឲ្យ often indicates causation. A common mistake for new language learners is to omit ឲ្យ after ចង់ and សូម when asking or wanting others to do something.
- A causative infix can be used to change many regular verbs into a causative form. If a verb has a causative form, its use is preferred over the use of ឲ្យ.
- Adverbs are used to describe or modify verbs, adjectives, and other adverbs. Many adverbs can be created by adding ជា ឲ្យ យ៉ាង បាន and ដោយ adjectives.
- Complementary adverbs are beginning and ending complements that have the same meaning.

Activities

Personal



Speaking

- A. Sometimes adverbs are used to begin a phrase or clause, such as យ៉ាងហោច យ៉ាងយូរ and យ៉ាងលឿន. Roughly translated they convey the idea of “at the very least,” “at its longest,” or “the very quickest it could happen . . .” They are typically only employed in this way in circumstances that talk about quantity, amount, speed, length, or measurement. Experiment with this concept by coming up with phrases that start with adverbs, using them in a conversation, and then asking a native if the sentence that you said was correct. Ask them how they would have expressed the same concept. Record what you learn in your notebook.

For example: យ៉ាងយូរ ជិះប្រហែល២ម៉ោងពីនេះដល់កំពង់ចាម ។

មនុស្សយ៉ាងហោច៧៥នាក់បានចូលរួមនៅថ្នាក់អង់គ្លេស ។



Listening

- B. Listen for words that people use that have the same meaning but are used in different situations. Keep a record of all of those words in your notebook. List similar words next to each other. Ask a native speaker if you have a question

For example: “To fall” –

- ធ្លាក់ = to fall down (like a book off a shelf, a raindrop from the sky, a ball coming down after being thrown, etc.)
- ដួល = to fall over (like a person tripping, someone falling while riding their moto, a water bottle getting knocked down, etc.)
- ជ្រុះ = to fall off/out (like a leaf from a tree, a hair from a head, a paper from a backpack, etc.)



Reading

- C. Read these verses in the first two chapters of the Book of Mormon. Observe the use of the particles ក៏, ផង, and ដែរ to mean “also.” Afterwards, summarize what you know about each of their uses in your notebook. Ask your companion or a native speaker if you have questions on which word sounds better in certain situations.

1. 1 Nephi 1:10, 16, 19, 20

2. 1 Nephi 2:10, 23

- D. Read 1 Nephi 18. Write down all of the verbs used in the chapter that you are unfamiliar with. Look them up in the dictionary. Go back and study them until you feel completely comfortable telling this story.



Writing

- E. Practice using ឲ្យ to make verbs causative. Determine if the following sentences need the word ឲ្យ or not. Translate them onto a separate sheet of paper. Check your answers.

1. We helped him do his family history.
2. Cambodians make me happy.
3. God doesn't force us to obey Him.
4. I helped fix his bike chain.
5. The branch president asked her to be the Young Women's president.

6. They had us memorize Doctrine and Covenants 4 in Cambodian.
7. Heavenly Father wants us to have faith in Him.
8. I want to buy fish at the market this week.
9. Our faith causes us to want to change, which is the beginning of repentance.
10. The missionaries' testimonies made me feel hopeful.
11. Will you say the closing prayer?
12. God has us pray to Him so that we can receive blessings that we desire.

F. Many words in Cambodian have causative verbal forms, which are created by using infixes. They are useful in making sentences more concise than having to say “ធ្វើឲ្យ” all the time. Adjust the following sentences to use a causative verb form. Write your answers on a separate sheet of paper. Check your answers.

For example: ដំណឹងល្អធ្វើឲ្យជីវិតរបស់យើងក្តី ។ -- ដំណឹងល្អបំភ្លឺជីវិតរបស់យើង ។

1. គេបានធ្វើឲ្យយ៉ូសែបស្មើឆ្មារ ។
2. គាត់ចូលចិត្តធ្វើឲ្យមាន់ដល់ ។
3. យើងគួរតែធ្វើឲ្យទេពកោសល្យរបស់យើងរីកឡើង ។
4. មនុស្សទុច្ចរិតបានព្យាយាមធ្វើឲ្យសាសនាចក្របែក ។
5. កំដៅថ្ងៃធ្វើឲ្យទឹកកកលាយ ។
6. ទ្រង់បានធ្វើឲ្យអំណាចអស្ចារ្យរបស់ទ្រង់ស្តង់ចំពោះប្រជាជននីហ្វែរ ។
7. ដង្ហាយធួននៃព្រះយេស៊ូវគ្រីស្ទអាចធ្វើឲ្យបន្ទុករបស់យើងស្រាល ។
8. ជូនកាលខ្ញុំចង់ធ្វើឲ្យបេសកកម្មយឺតជាង ។
9. យើងមិនអាចធ្វើឲ្យលុយយើងច្រើនឡើងយ៉ាងស្វ័យប្រវត្តិទេ ។
10. យើងបានធ្វើឲ្យផែនការយើងស្របស្រួល ។

G. Cambodian has many correlative verb pairs, which are frequently used in tandem with each other. In English, we have a similar principle, although the second word in English is typically a preposition. Practice using these correlative verb pairs by translating the following sentences. Check your answers.

For example: I hit the nail into the board. ខ្ញុំវាយដៃកគោលចូលក្តារ ។

1. I took it out.
2. We lifted the box up.
3. Close the door shut.
4. I cannot understand him when he speaks that fast.
5. I'm afraid that I wouldn't be able to walk all the way there.
6. Set those books down on the table.

7. I couldn't get it to come out.
8. Did you pass your test?
9. I can't read it; the print is too small.
10. He put the letter into the mailbox.
11. We raised their house up by half a meter.
12. Satan wants us to lower our standards.
13. Heavenly Father, please bless this food.
14. I can't think right now.
15. I looked for it but couldn't find it.
16. The problem couldn't be resolved.

Companion



Speaking

- H. In Cambodian, a verb is often used to describe a noun immediately preceding it. Familiarize yourself with this principle by coming up with 30 sentences with your companion which utilize this principle. Try to use as many different words as you can.

For example: ខ្ញុំគ្មានការងារធ្វើ ។ "I don't have a job (to do)."

ខ្ញុំបានប្រើចបកាប់ ។ "I used a chopping hoe."

តើគាត់មានបាយហូបអត់ ? "Do they have any rice (to eat)?"

គេលក់សៀវភៅសរសេរ ។ "They sell notebooks."

- I. Your companion will pretend to be an investigator who is going through a very hard time and doesn't know if she can continue to learn with the missionaries. Practice sharing about an experience you had where there was a lot of opposition, but you still did your best to follow the commandments of God. Pay attention to your use of the concept "still" while you practice. After you are done, have your companion give you feedback, and then reteach him or her. Afterwards, switch roles with your companion. Write down any questions the two of you have about the words នៅតែ/នៅឡើយ and ask a native speaker about them. Record what you learn in a notebook.
- J. Imagine that a man walks up to you on the street and asks what he needs to do in order to go to heaven. Have your companion role-play being the man. Practice answering his questions as you would if you were talking with him on the street. Practice using verbs as you tell him about what you must do to go to heaven. Write down any verbs that you don't know the word for in Cambodian. Then switch with your companion so that they can practice teaching. Afterwards, look up the words that you didn't know.



Listening

- K. Listen for compound verbs made up of independent words. For instance, រះកាត់ យល់ព្រម កែប្រែ បោសសំអាត and មើលឃើញ. Compound verbs like this are extremely common in Cambodian. Often their meaning is literally the sum of the parts, but sometimes it is not (like in យកចិត្តទុកដាក់). Write down unusual compound verbs made of independent words as you come across them in conversation or reading. Look up their definitions or ask a native speaker.
- L. For a day, listen for ways in which Cambodians use ផង and ដែរ to mean something other than "also." Write down every sentence you hear that uses ផង or ដែរ to mean something different than "also." In language study the next day, record what you think the words meant in those contexts. They may not have had any significant meaning at all. If you have questions, ask a native speaker what the meaning or connotation of ផង or ដែរ was in that circumstance.

For example: "គាត់អត់នៅផង !" or "អីឈ្មោះអ្វីដែរ ?"



Reading

- M. Go through the list of things you can do under “ការស្វែងរកអ្នករៀន តាមរយៈកិច្ចប្រឹងប្រែងរបស់អ្នកផ្ទាល់ ។” Pay attention to the actions listed. Discuss with your companion about which of those actions would be beneficial for you to apply in your personal finding efforts today.
- N. Read 1 Nephi 1:19. Discuss with your companion the usage of ដោយ in describing a verb in that verse. Discuss other situations and contexts where you have heard ដោយ used similarly. Write down what you learn with your companion about this usage of ដោយ.



Writing

- O. There are several words that can be used to create an adverb. This words include យ៉ាង បាន and ឲ្យ. Whichever word you choose to use will do very little to change the literal denotation of a sentence, but they each have slightly different emphases. Translate each sentence three times, switching the word that you use each time. Try and determine how each sentence is different. The differences between these sentences are more about connotation than any definitional differences. Any of the words are appropriate in any adverb circumstance. It isn't necessarily a matter of right or wrong. Consider asking a native speaker for help, although they may have a difficult time articulating the difference as well. Listen for context, and the connotations will come more easily to you.

For example: I ride my bike quickly. →

- ខ្ញុំជិះកង់យ៉ាងលឿន ។
 - ខ្ញុំជិះកង់បានលឿន ។
 - ខ្ញុំជិះកង់ឲ្យលឿន ។
1. She works hard.
 2. They dance happily.
 3. You sang beautifully.
 4. He walks slowly.
 5. He plays soccer aggressively.

Group



Speaking

- P. Go around the room so all the missionaries can say what they like to do. Each missionary must list three activities that he or she likes to do and use five verbs to describe each activity. Write down any verbs that you hear used that you are not familiar with. Look them up later in a dictionary.
- Q. Practice using adverbs in your group. Describe the actions in the picture below using as many adverbs as you can. Practice using different words to create adverbs (such as យ៉ាង ឲ្យ and បាន). Keep in mind that you don't necessarily have to use any of those words since they are optional. Go around your group, switching off describing actions in the photo until you can think of no more adverbs. Try to get 20 sentences as a group.

Methods

Examples

How can you find out for yourself?	តើអ្នកអាចរកឃើញចម្លើយដោយខ្លួនឯងដោយរបៀបណា ?
Joseph Smith translated the Book of Mormon by the power of God.	យ៉ូសែប ស្មីធ បានបកប្រែព្រះគម្ពីរមរមនដោយព្រះចេស្ដានៃព្រះ ។
The Holy Ghost teaches us through quiet feelings	ព្រះវិញ្ញាណបរិសុទ្ធបង្រៀនយើងតាមរយៈអារម្មណ៍ស្ងប់ស្ងាត់ ។
Eternal life is to live with God	ជីវិតជ័អស់កល្បជានិច្ចគឺជាការរស់នៅជាមួយព្រះ ។
We will be rewarded according to our works.	យើងនឹងទទួលរង្វាន់ស្របទៅតាមកិច្ចការរបស់យើង ។

Explanation

This section will teach you how to ask and answer “how” questions, and you will also learn how to use prepositions like “through,” “with,” and “according to.”

Asking “How”

Cambodian employs two common phrases to convey the question “how.”

យ៉ាងម៉េចដែរ	<i>how – generic question word</i>
ដោយរបៀបណា	<i>how – “by what method”</i>

“How” - យ៉ាងម៉េចដែរ

យ៉ាងម៉េចដែរ is a general phrase that is used when asking about the state of how something is doing, like “How do you feel?” or “How is he progressing?” A more formal version, យ៉ាងដូចម្តេច is sometimes written in text but rarely, if ever, used in conversation. It means “how” in the exact same way as យ៉ាងម៉េចដែរ. Also in less formal speech you will see variations and shortened versions of this word such as យ៉ាងម៉េច ម៉េច ម៉េចដែរ or យ៉ាងម៉េចហើយ. The structure of “how” questions in Cambodian deviates from what you are used to in English.

Subject + Verb + យ៉ាងម៉េចដែរ ?

Examples

Subject	Verb or Verb Phrase	How?
បង <i>You (older sibling)</i>	មានអារម្មណ៍ <i>feel</i>	យ៉ាងម៉េចដែរ ? <i>how?</i>
<i>How do you feel?</i>		
គាត់ <i>She</i>	និយាយខ្មែរ <i>speaks Cambodian</i>	យ៉ាងម៉េចដែរ ? <i>how?</i>
<i>How is her Cambodian?</i>		
ពួកខ្ញុំ <i>We</i>	អាចជួយ <i>can help</i>	យ៉ាងម៉េចដែរ ? <i>how?</i>
<i>How can we help?</i>		
បងស្រី <i>You (older sister)</i>	គិត <i>think</i>	យ៉ាងម៉េចដែរ ? <i>how?</i>
<i>What are your thoughts? (How are you thinking?)</i>		

15a

By what method - ដោយរបៀបណា

15b

ដោយរបៀបណា is used when asking about a method or process. It is not used when inquiring about the general state of something. Therefore, ដោយរបៀបណា is more specific than យ៉ាងម៉េចដែរ and is used in fewer contexts. Although it has a narrower meaning, ដោយរបៀបណា uses the same grammar form as យ៉ាងម៉េចដែរ.

Examples		
Subject	Verb or Verb Phrase	How?
ខ្ញុំ I	អធិស្ឋាន pray	ដោយរបៀបណា ? by what method?
How do I pray?		
គាត់ She	រៀនខ្មែរ speaks Cambodian	ដោយរបៀបណា ? by what method?
How does she learn Cambodian?		
ពួកខ្ញុំ We	អាចជួយ can help	ដោយរបៀបណា ? by what method?
How can we help?		
បងស្រី You (older sister)	អានព្រះគម្ពីរមរមន read the Book of Mormon	ដោយរបៀបណា ? by what method?
How do you read the Book of Mormon?		

Pattern Practice

តើ (question)	ការទំនាក់ទំនង relationship	របស់ of (poss.)	បងប្រុស older brother	ជាមួយព្រះ with God	យ៉ាងម៉េចដែរ ? how? (generic)
	ការសិក្សា study		បងស្រី older sister		
	សេចក្តីជំនឿ faith		អ៊ែលឌើរ/ស៊ីស្ទើរ Elder/Sister		
	យើង we	អាច can	ជួយ to help	បងប្រុស older brother	យ៉ាងម៉េចដែរ ? how? (generic)
	អ៊ែលឌើរ/ស៊ីស្ទើរ Elder/Sister		អភិវឌ្ឍន៍ to develop	សេចក្តីជំនឿ faith	ដោយរបៀបណា ? how? (by which method)
	អ្នករៀន investigator		ស្វែងរក to seek	ការអភ័យទោស forgiveness	
	ព្រះបិតាសួគ៌ Heavenly Father		ឆ្លើយ to answer	ការអធិស្ឋានរបស់យើង our prayers	

Through - តាមរយៈ

“Through” is a preposition and adverb that is used to express the meaning of “by means of.” It is a word that naturally lends itself well to answering “how” questions.

How did Christ save us all?

Through the Atonement, Christ saved us all.

How can I show my faith?

Through your obedience and action you can show your faith.

In Cambodian, តាមរយៈ (or ដោយរយៈ) expresses the concept of “through” using the same grammar as English.

Examples

សក្ខីភាពរបស់យើងត្រូវបានពង្រឹងតាមរយៈការបម្រើ ។
Our testimonies are strengthened **through** service.

តាមរយៈការប្រែចិត្ត យើងអាចបានសំអាតពីអំពើបាបរបស់យើងបាន ។
Through repentance, we can be cleansed from sin.

ដោយរយៈការអធិស្ឋាន យើងអាចទទួលបាននូវចម្លើយចំពោះសំណួររបស់យើង ។
Through prayer we can receive answers to our questions.

យើងរៀនអំពីព្រះយេស៊ូវគ្រីស្ទតាមរយៈព្រះគម្ពីរ ។
We learn about Jesus Christ **through** the scriptures.

With - ដោយ and ជាមួយ

“With” is an English preposition meaning “accompanied by” or “by means of.” The term “with” is commonly expressed by two different words in Cambodian. This subsection will teach you how to use this conjunction in both situations.

ដោយ

In its most basic form, ដោយ translates to “by means of.” This idea can also be commonly expressed in English using the word “with.”

I eat with a fork.

I eat by means of a fork.

She teaches with great faith.

She teaches by means of great faith.

In this sense ដោយ translates directly to the word “with” and is used like any other Cambodian preposition.

Examples

ប្រាជ្ញាមកដោយអាយុ ។
Wisdom comes **with** age.

ពួកខ្ញុំបានហាវសាច់គោដោយកាំបិត ។
We sliced the beef **with** a knife.

ដោយការស្ទាក់ស្ទើរយ៉ាងខ្លាំង ឪពុកម្តាយរបស់គាត់ឲ្យគាត់ទទួលបុណ្យជ្រមុជទឹក ។
Her parents, **with** great reluctance, are letting her get baptized.

ដោយគ្មានក្តីសង្ឃឹមនឹងបានជោគជ័យ ដៃគូខ្ញុំនៅតែអធិស្ឋាន សូមទ្រង់បញ្ឈប់ទឹកភ្លៀង ។
With no hope of success, my companion still prayed the rain would stop.

យើងរៀនខាងវិញ្ញាណដោយគំនិត ហើយនិងចិត្តរបស់យើង ។
We learn spiritually **with** our mind and our heart.

ជាមួយ(នឹង)

In its most basic form ជាមួយ(នឹង) translates to “as one” or “together.” This idea is also commonly expressed in English using the word “with.”

- I study with my companion.
- My companion and I study together.
- Alma taught the people with Amulek.
- Alma and Amulek taught the people as one.

In this sense ជាមួយ(នឹង) also translates directly to the word “with” and is used like any other Cambodian preposition. For more on prepositions see section nine. There are several different ways to say ជាមួយនឹង in Cambodian. You could say the whole thing, or you could just say ជាមួយ or នឹង. They are completely interchangeable; they are not different in meaning or connotation.

ខ្ញុំចូលចិត្តរត់ជាមួយដៃគូរបស់ខ្ញុំ ។
I like to run **with** my companion.

គាត់តែងតែនិយាយជាមួយនឹងមនុស្សដទៃ ពេលគាត់ជិះកង់គាត់ ។
She is always talking **with** others as she rides her bike.

ចាំមួយភ្លែត តើយើងបានជួបនឹងពូរ៉េម្យិលមិញ ។
Wait a second, did we meet **with** Pu Roat yesterday?

ខ្ញុំចូលចិត្តច្រៀងជាមួយសាសនាគន់ការីរបស់ខ្ញុំ ។
I like to sing **with** my investigators.

សាមាជិកទើបផ្លាស់ប្រែចិត្តជឿរបស់យើង តែងតែអញ្ជើញយើងហូបបាយជាមួយនឹងពួកគេ ។
Our recent converts always invite us to eat **with** them.

Compare

ដោយ
Should be used if one noun is performing the action by means of another noun. (i.e., She ate with a fork.)

ជាមួយ(នឹង)
Should be used if both nouns are performing the action together. (i.e., He spoke with his companion.)

Remember

- There are two main ways to ask a “how” question. Be sure to use the right phrase depending on what you are intending to ask.
- Expressing “through” in Cambodian is identical to how you would use it in English. “Through” is a good word to use when answering a “how” question.
- There are two different words to express the term “with” in Cambodian. One is for expressing “by means of” and the other is to express the phrase “as one.”
- A good way to remember which “with” to use is to ask yourself who/what is doing the action. If both nouns are doing the action, then use ជាមួយ; otherwise use ដោយ.
- តាម means “according to” and can be used in a variety of settings as an adverb. It always comes after the verb it is modifying.

Activities

Personal

Speaking



- A. One day, in your first lesson focus on using only ជាមួយនឹង, in your next lesson focus on using only ជាមួយ, and in the next lesson focus on using only នឹង. Hopefully, your usage of it will begin to naturally fluctuate, without you having to think about it. Keep in mind that typically in less-formal circumstances, less syllables are used.

Listening



- B. តាម can be a verb (meaning to follow), an adverb (meaning according to, following, or along), or a preposition. តាម may often be used in a way that is unusual to you. For one day, write down all the ways you hear តាម used that are unfamiliar to you. Later, ask a native speaker to elaborate on the meaning of តាម in each circumstance which you previously recorded. Write down what they tell you.

Reading



- C. ដោយ is often used at the beginning of introductory or interrupting phrases that start with a verb or gerund. This helps to indicate that there is an independent clause following, which the introductory phrase is describing. Read the following verses from 1 Nephi chapter one which utilize this grammar principle. Copy down all the instances which use this concept on a separate sheet of paper. Note that not all of the usages of ដោយ in these verses highlight this concept. Check your answers with the answer key.
1. Verse 1
 2. Verse 7
 3. Verse 8
 4. Verse 14
- D. Read the following verses in English first and then in Cambodian. When reading them in English, try and determine if តាមវិញ: would be appropriate to use in place of the word “through.” If not, try and determine what words would need to be used instead.
- a. Mosiah 15:23
 - b. Moroni 7:41
 - c. 2 Nephi 2:6
 - d. 2 Nephi 18:21

- e. Helaman 14:13
- f. 1 Nephi 20:21
- g. 3 Nephi 13:19
- h. Moroni 10:34
- i. Mosiah 1:12
- j. Moroni 8:3

Writing



- E. Translate the following questions and sentences from English to Cambodian on a separate sheet of paper. Use as many different forms of “how” as you can and as is correct (some sentences have multiple possible answers, and some really only have one). Check your answers.

For example: How can I learn Cambodian faster? តើខ្ញុំអាចរៀនភាសាខ្មែរបានលឿនជាងដោយរបៀបណា ?

- a. How do you think we can become worthy enough to go to heaven?
- b. How do you feel about Joseph Smith?
- c. Can you teach me how to pray?
- d. “How to Begin Teaching” is a very important section in *Preach My Gospel*.
- e. How was church?
- f. How did you know that?
- g. This is how we carry food on our heads.
- h. How can I learn how to read?
- i. How are you?
- j. How will God judge us at the last day?
- k. How did you get to church?
- l. They showed me how to do it.
- m. How can we find new investigators more effectively?
- n. How do you pronounce this word right here?

- F. Translate the following sentences on a separate sheet of paper. Determine whether they each should use ដោយ or ជាមួយ. Check your answers with the answer key.

For example: You must always stay with your companion. អើលឿងត្រូវតែនៅជាមួយដៃគូរហូត ។

- a. Her companion teaches with boldness.
- b. សំបូរ shared his testimony with us.
- c. We must have works with our faith.
- d. Alma prayed with all of his heart for the Zoramites.
- e. Yesterday we ate dinner with ពូសុខ’s family.
- f. You should be patient with yourself.
- g. He lives with his parents.
- h. I like to eat បាយសាច់ជ្រូក with pickled vegetables on top.
- i. I like counseling with our bishop about our ward.
- j. To give a priesthood blessing, we first anoint the sick with oil.
- k. Moroni fought the Lamanites with his soldiers, who were equipped with armor.

- l. ស៊ីនា writes with her left hand.
- m. I still don't know how to eat with chopsticks.
- n. Check your answers with the answer key.
- o. I have been blessed with wonderful companions.
- p. She is angry with the branch president.
- q. Nephi killed Laban with the sword of Laban.
- r. Sherem contended with Jacob.
- s. Cambodians eat with a spoon in their right hand and a fork in their left.
- t. Jesus Christ ate with His disciples.
- u. *Preach My Gospel* tells us how we can teach with the scriptures.
- v. We receive revelation with our heart and mind.
- w. The pioneers took all of their earthly belongings with them.
- x. Have you prayed with a sincere desire to know if the Book of Mormon is true?

Companion

Speaking



- G. Ask your companion 10 questions in Cambodian about how they like to teach. Use different forms of the question “How?” to do so. Then, have them ask you 10 questions about how you like to teach. Afterwards, discuss with each other in Cambodian about what you can do to improve your teaching and how you can teach together with more unity and clarity. Repeat this activity with all of your new companions to get a feel for how you can best teach together.
- H. Discuss with your companion how the words របៀប មធ្យោបាយ វិធី and យ៉ាង are different from each other. How are their meanings different and how are they used differently? Write down what you determine with your companion in a notebook. Later ask a native if what you and your companion had discussed is correct.
- I. Have your companion pretend to be one of your investigators. They will ask you how baptism works. Explain to them as simply as you can the way in which we do baptism. Have your companion ask several “how” questions using the different forms of “how” outlined in the explanation. You yourself should try to answer the questions using words such as របៀប វិធី មធ្យោបាយ and យ៉ាង. After you have practiced explaining the method of baptism once, switch roles with your companion. Give each other feedback as needed.

Listening



- J. Certain things we phrase with the word “how” in English are not typically phrased that way in Cambodian. Some phrases technically could be phrased with “how,” but it would be unusual or informal. Phrases that we frequently use in English like “How was your day?” or “How are you?” are typically not phrased with “how” in Cambodian (though that isn’t to say that phrasing them with “how” would be grammatically incorrect). Make a list of English phrases like these which would not use “how” if translated into Cambodian. Then ask a native who speaks some English to explain how they would express those English phrases in Cambodian. Write down what they say.
For example: “How are you?” តើអ្នកសុខសប្បាយទេ ?
“How was your day?” ថ្ងៃនេះអ្នកធ្វើអីខ្លះ ?
- K. The word ម៉ែច្ចី has several meanings in Cambodian, depending on where it is placed in a

sentence. If placed at the beginning of a sentence, it is a less-formal way of asking “why” (this usage is covered further in section 27). If placed at the end of a sentence it means “how,” or “what do you mean?” If it immediately follows a verb of speaking (និយាយ, ថា, ប្រាប់, etc.), it means “what.” If used on its own, it is a ruder way of asking, “What did you say?” or “What do you want?” Though its usages are often too informal for missionaries to use, being able to understand the word ម៉េច in context will greatly improve your listening abilities. For one week, write down all sentences you heard where you caught the word ម៉េច. At the end of the week, come back together and share any odd usages that you had never heard before. Discuss with each other why it was used that way. Was it used to mean “how” in that instance? Explain your reasoning behind why you think it had a specific meaning in each circumstance.

Writing



- L. There are several different ways to say “according to” in Cambodian. These include តាម ស្របតាម ទៅតាម and យោងតាម. Practice using these phrases by coming up with 10 sentences a piece (between you and your companion) that use these words to express the idea of “according to,” “in accordance with,” or “based on.” After you have written your 10, compare them with your companion’s sentences. For each sentence, discuss what other word you could have used to express “according to.”
- M. For this activity, do the same thing as in activity L, except this time use the words អាស្រ័យលើ ពឹងផ្អែកលើ ស៊ីសងទៅលើ and other synonyms to express the idea of “depending on.”

Group

Speaking



- N. Imagine you are teaching a woman named ម៉ីងវណ្ណៈ who has been a member for six months, but is currently experiencing a lot of hostile pushback from her family members, who do not want her to be Christian. Pair up with another companionship who you have never been paired with before. One companionship will testify first, then after they have evaluated and retaught, the other companionship will have their turn. Practice testifying about all the blessings that ម៉ីងវណ្ណៈ has received through the Atonement of Jesus Christ and through His gospel. Try and help her feel that it is only through these things that true joy can be attained. Focus on the correct usage of the word “through” in Cambodian as you do this activity.
- O. Pair up with another companionship in your group. One companionship will be the missionaries and the other companionship will be split up, with one being the missionaries’ member-help and one being an investigator named វណ្ណៈ. វណ្ណៈ has been struggling with giving up alcohol and cigarettes. Your member-help went through a similar struggle when they were preparing for baptism. As missionaries, practice using the word “how” in a variety of questions and sentences to facilitate a discussion between the member-help, yourselves, and the investigator about how we can overcome addiction and harmful habits.
- P. Identify a problem you have been having in your group. Maybe everyone has been struggling to get members out to lessons, or maybe it has been difficult recently finding new investigators. Brainstorm with each other in Cambodian about how you can overcome this problem, and take turns one by one sharing what you believe to be the best way to resolve this problem. Write out in Cambodian each solution you come up with on the whiteboard. Include តាមរយៈ in each solution.

Passive Voice

Examples

This plan is called the plan of salvation.	ផែនការនេះត្រូវបានហៅថាផែនការណ៍នៃសេចក្តីសង្គ្រោះ ។
After the Resurrection of Jesus Christ, the Apostles were killed .	បន្ទាប់ពីការរស់ឡើងវិញនៃព្រះយេស៊ូវគ្រីស្ទ ពួកសាវកបានត្រូវសម្លាប់ ។
The gospel is preached to those who did not receive it on the earth.	ដំណឹងល្អត្រូវបានផ្សព្វផ្សាយទៅកាន់អស់អ្នកណាដែលមិនទទួលដំណឹងល្អនៅលើផែនដី ។
We will be assigned to a kingdom according to our faithfulness.	យើងនឹងត្រូវចាត់ឲ្យទៅតាមនគរនីមួយៗ ស្របទៅតាមសេចក្តីស្មោះត្រង់របស់យើង ។
We will be judged according to our faith.	យើងនឹងត្រូវជំនុំជំរះស្របទៅតាមជំនឿរបស់យើង ។

Explanation

Passive voice is when you reverse the order of your SVO sentence structure to place the object at the start of your sentence. This means that the object at the start of your sentence is still receiving the action of the noun. Passive voice is used in Cambodian for a number of reasons.

- Passive voice is most commonly used in written text (you rarely hear it in speech). It adds formality, and structure to writing. (This differs from English where passive voice is often discouraged in writing, but is used commonly in speech.)
- It can be used when the actor (subject) is unknown or unimportant.
- It can be used when you want to place emphasis on the recipient of the action (object) and/or the action that took place.

Active voice (SVO) is the opposite of passive voice (OVS or OSV) and is the preferred voice in written English. Below are some examples of sentences in active voice and passive voice for you to familiarize yourself with the concept.

<i>Active Voice</i>	<i>Passive Voice</i>
Christ healed the 10 lepers.	The 10 lepers were healed by Christ.
God called Joseph Smith.	Joseph Smith was called of God.
Members everywhere read the Book of Mormon.	The Book of Mormon is read by members everywhere.
Cambodians celebrate the water festival.	The water festival is celebrated by Cambodians.
Missionaries learn many languages.	Many languages are learned by missionaries.

In English, passive necessitates the use of a “to be” verb (is, am, be, etc.) and requires a preposition to include the actor in the sentence. The phrase ត្រូវបាន serves a similar function in Cambodian. It can be used in two different ways that will be discussed in this section.

Natural Passive Voice

The default grammar structure for passive voice in Cambodian is different than English passive voice. Simply put, Cambodian passive voice is O+S+V, where the verb is the last piece of the sentence. If the subject is unimportant or unknown it can be omitted in this form.

16a

Object + ត្រូវបាន + Subject + Verb

Examples

Object	ត្រូវបាន	Subject	Verb
គាត់ She	ត្រូវបាន (passive voice)	ពួកស៊ីស្ទើរ the sisters	សួរសុខទុក្ខ visit
She was visited by the sisters.			
គាត់ He	ត្រូវបាន (passive voice)	-	ញែកចេញ set apart
He was set apart.			
ព្យាករី The prophet	ត្រូវបាន (passive voice)	ព្រះ God	ហៅ called
The prophet is called of God.			
កាបូបខ្ញុំ My bag	ត្រូវបាន (passive voice)	ចោរ thief	លួច stolen
My bag was stolen by a thief.			
ព្រះយេស៊ូវគ្រីស្ទ Jesus Christ	ត្រូវបាន (passive voice)	សាសន៍យូដា the Jews	ធ្វើគត killed
Jesus Christ was killed by the Jews.			

Actions

Extended Passive Voice

Extended passive voice grammar structure parallels the grammar of passive voice in English. In English we often add the preposition *by* before the actor when using passive voice. The Cambodian equivalent is ដោយ.

16b

Object + ត្រូវបាន + Verb + ដោយ + Subject

Examples

Object	ត្រូវបាន	Verb	ដោយ	Subject
គាត់ She	ត្រូវបាន (passive voice)	សួរសុខទុក្ខ visit	ដោយ by	ពួកស៊ីស្ទើរ the sisters
She was visited by the sisters.				
គាត់ He	ត្រូវបាន (passive voice)	ញែកចេញ set apart	ដោយ by	លោកប៊ីស្យុង the bishop
He was set apart by the bishop.				
ព្យាករី The prophet	ត្រូវបាន (passive voice)	ហៅ called	ដោយ by	ព្រះ God
The prophet is called of God.				
កាបូបខ្ញុំ My bag	ត្រូវបាន (passive voice)	លួច stolen	ដោយ by	ចោរ a thief
My bag was stolen by a thief.				
ព្រះយេស៊ូវគ្រីស្ទ Jesus Christ	ត្រូវបាន (passive voice)	ធ្វើគត killed	ដោយ by	សាសន៍យូដា the Jews
Jesus Christ was killed by the Jews.				

Examples

ព្រះគម្ពីរមរមនគឺជាភស្តុតាងដែលបញ្ជាក់ថា ដំណឹងល្អរបស់ព្រះយេស៊ូគ្រីស្ទត្រូវបានស្តារឡើងវិញ ។
The Book of Mormon is convincing evidence that the gospel of Jesus Christ has been restored.

យើងត្រូវបានហៅដោយព្យាករី ។
We have been called by the prophet

យើងទាំងអស់គ្នានឹងត្រូវស្លាប់ខាងសាច់ឈាម ។
We will all suffer physical death.

យើងនឹងត្រូវជំនុំជម្រះស្របទៅតាមកិច្ចការរបស់យើង ។
We will be judged according to our works.

Remember

- Passive voice is a form where the object (receiver of the action) of your sentence comes before the subject (the actor) and the verb.
- Passive voice is used commonly in Cambodian writing, as well as when the actor is unimportant or unknown.
- The most common passive voice form in Cambodian is Object + ត្រូវបាន + Subject + Verb.
- Cambodian also has a passive voice grammar structure that parallels English: Object + ត្រូវបាន + Verb + ដោយ + Subject.

Pattern Practice

	ព្រះយេស៊ូគ្រីស្ទ <i>Jesus Christ</i>		ត្រូវបាន <i>(passive)</i>	មនុស្សទុច្ចរិត <i>wicked men</i>	សម្លាប់ <i>to kill</i>	
តើ <i>Question Word</i>	ព្យាករី <i>Prophet</i>	(មិន/អត់) <i>(negative particle)</i>	បានត្រូវ <i>(passive past)</i>	ព្រះអង្គ <i>God</i>	ហៅ <i>to call</i>	ទេ ? <i>yes/no?</i>
បាទ/ចា <i>Yes (M/F)</i>	យ៉ូសែប ស្មីធ <i>Joseph Smith</i>		នឹងត្រូវ <i>(passive future)</i>	ព្រះវិញ្ញាណបរិសុទ្ធ <i>Holy Ghost</i>	ជ្រើសរើស <i>to choose</i>	យ៉ាងម៉េច ? <i>how? (generic)</i>
អត់ទេ <i>No</i>	បព្វជិតភាព <i>Priesthood</i>			ព្រះវរបិតា <i>Heavenly Father</i>	ស្តារឡើងវិញ <i>to restore</i>	ដោយរបៀបណា ? <i>how? (in what way)</i>
ហេតុអ្វី <i>Why?</i>	សាសនាចក្រនៃព្រះ យេស៊ូគ្រីស្ទ <i>Church of Jesus Christ</i>			យ៉ូសែប ស្មីធ <i>Joseph Smith</i>	ស្ថាបនា <i>to establish</i>	(ទេ) <i>(negator)</i>
	សាវ័ក <i>Apostle</i>			ព្យាករីបុរាណ <i>ancient prophet</i>	បកប្រែ <i>to translate</i>	
	ព្រះគម្ពីរមរមន <i>Book of Mormon</i>				សរសេរ <i>to write</i>	

Activities

Personal



Listening

- A. For one day, keep track of the number of times you hear someone speak in passive voice. At the end of the day, examine how many times you heard it. How common (or uncommon) is passive voice in everyday conversation? Record what you learn in your notebook. Adjust your own personal style of speaking as needed to best fit how Cambodians actually speak. Remember that in English and Cambodian, the use of passive voice is flip-flopped: in English passive voice is much more common in speech than in writing; in Cambodian it is the other way around.



Reading

- B. Read Alma 38: 1, 3, 4, 5, and 9. Copy down each verb phrase that is written in passive voice. Take notice of the way that was used to put these phrases in passive voice. Was just ត្រូវ used, just បាន, or the full ត្រូវបាន? Was there an actor or no actor? If there was an actor, was the phrase's order Object-ត្រូវបាន-Actor-Verb or Object-ត្រូវបាន-Verb-ដោយ-Actor?
- C. Read Doctrine and Covenants 4. Write down two lists: one containing all the transitive verbs used and one containing all the intransitive verbs used. Check your answers.

Note: Some verbs are intransitive while others are transitive. The main difference between transitive and intransitive verbs is whether the verb can take a direct object. Some words in Cambodian are both, depending on the case. For instance, កើត can be transitive or intransitive. It is an intransitive verb in the sense of “to be born” because you cannot “to be born” something (ម្តាយកើតកូន does not make sense). But កើត also has a transitive meaning, like in ខ្ញុំកើតផ្កាសាយ because ផ្កាសាយ in that case is a direct object of the verb កើត.



Writing

- D. Rephrase the following sentences from active voice to passive voice on a separate sheet of paper. Use either word order, as outlined in the explanation, in order to change the sentences into passive voice. Check your answers.

For example: ផ្លែខ្នុំ ។ → ខ្ញុំត្រូវបានផ្លែខ្នុំ ។ or ខ្ញុំត្រូវបានខ្នុំដោយផ្លែ ។

- គាត់អានខនោះ ។
- អ៊ែលឌើរសរសេរកាលវិភាគ ។
- ប្រធានបានបង្រៀនយើងនៅសន្និសីទហ្សូន ។
- ព្យាករីបុរាណបានព្យាករអំពីយើង ។
- នីហ្វែបានសម្លាប់ឡាបាន ។
- ព្រះនឹងកាត់ក្តីយើងនៅថ្ងៃចុងក្រោយបង្អស់ ។
- ប៊ីស្សុពជ្រមុជទឹកឲ្យបងរ៉េ ។
- ខ្ញុំដោះស្បែកជើងមុនពេលខ្ញុំចូលផ្ទះគេ ។
- ដៃគូខ្ញុំបំរើខ្ញុំរហូត ។
- គេចាប់យ៉ូសែបដាក់គុក ។

- E. Translate the following sentences. Determine whether they would need to be phrased in the passive voice or not. Alternate between using ត្រូវបាន ត្រូវ and បាន.

1. Joseph Smith was called to be the prophet.
2. I was assigned to this area.
3. Lehi's family's possessions were left behind.
4. That tie was already worn this week.
5. The interview has been prepared.
6. The elderly man was escorted to his seat.
7. Nephi was beaten.
8. My backpack was stolen from my bike basket.
9. His hand was raised.
10. The priesthood keys were lost.

Companion



Speaking

- F. Tell your companion a story in Cambodian, speaking only in active voice. Then retell the story, but this time only use passive voice (if possible). After you have finished telling it both ways, have your companion give you feedback on your use of passive voice, in case they caught any errors. Then have your companion take a turn telling a story twice, once in active voice and once in passive. Afterwards, discuss with your companion which way sounded better. Write down anything you learn in a notebook.



Listening

- G. Ask a native speaker about odd passive voice phrases that you have heard, like ត្រូវបានស្លាប់ for instance. Why are they that way if the verb is already intransitive? Is the meaning changed at all? Is it more formal? Write down in a notebook what they tell you.
- H. For one week, keep a list of all of the words that you come across that have both transitive and intransitive meanings. These would be words like កើត ចេញ or ពេញ. At the end of the week, compare words with your companion. Discuss how each word which you copied down can be used both transitively and intransitively. In your notebook, write down the words that your companion came across that you didn't notice.



Reading

- I. Read 1 Nephi 10:11–14. Write down all of the examples of passive voice from these verses. Notice the usage of future tense in the passive voice in some of these verses. Check your work.
- J. Read the following **made-up** news article. Pay attention to how passive voice is used. Discuss with your companion why passive voice would be used in this news article, but wouldn't necessarily be used if you were talking with someone about these same events face-to-face.

មនុស្សប្រមាណ៣៥០០នាក់នៅក្រុងស្វាយរៀង ភាគខាងកើតនៃប្រទេសកម្ពុជា ត្រូវបានជម្លៀសចេញពីផ្ទះរបស់ខ្លួននៅថ្ងៃទី២៥ ខែធ្នូនេះ បន្ទាប់មានការរកឃើញគ្រាប់បែកដែលមិនទាន់ផ្ទុះមួយ ។ គ្រាប់បែកដែលត្រូវបានរកឃើញនោះ ជាគ្រាប់បែកដែលនៅសល់ពីសម័យរបបខ្មែរក្រហម ដែលបានផលិតនៅប្រទេសវៀតណាម ។ ប៉ូលីសប្រមាណ២៦០នាក់ បានចេញប្រតិបត្តិការជម្លៀសពលរដ្ឋចេញពីទីនោះ ។ ប៉ូលីសបានបញ្ជាក់ថា គ្រាប់បែកដែលមានទម្ងន់ ១.៨តោននេះ ត្រូវបានរកឃើញតាំងពីថ្ងៃអង្គារមក ម្ល៉េះ នៅការដ្ឋានសាងសង់មួយ ប៉ុន្តែអាជ្ញាធរបានកំណត់ផែនការបំផ្ទុះចោលនាព្រឹកថ្ងៃអាទិត្យនេះ ដែលជាថ្ងៃប្រារព្ធពិធីបុណ្យណូអែល ដែលជាពិធីបុណ្យគ្រីស្ទាន ។

- K. Read with your companion in Mosiah 18:16–17. Write down which phrases are simply using the particle បាន to talk about the past and which are using បាន to make the phrase passive. Write down your answers on a separate sheet of paper. Check your answers.



Writing

- L. Write down your answers to the following questions, which correspond with the paragraph in activity J. Make sure your answers are complete Cambodian sentences. Check your answers.

1. តើមានពលរដ្ឋប៉ុន្មាននាក់ត្រូវបានជម្លៀសចេញពីផ្ទះខ្លួន ?
2. តើគេបានជម្លៀសនៅថ្ងៃណា ?
3. ហេតុអ្វីបានជាគេត្រូវចេញពីស្វាយរៀងអស់មួយរយៈពេល ?
4. គ្រាប់បែកដែលត្រូវគេរកឃើញនេះ នៅសល់ពីសម័យណា ?
5. តើវានឹងត្រូវបំផ្ទុះនាថ្ងៃបុណ្យអ្វី ?

Group



Listening

- M. Have a native speaker explain to your group about how they use (or don't use) passive voice in everyday speech. Write down what the native speaker explains to you and then make a conscientious effort the rest of the day to apply what you learned. The next time your group meets together, evaluate how well you applied what you learned in the meeting with the native speaker.

Direction of Action

Examples

Faith leads us to action and sincere repentance.	សេចក្តីជំនឿនាំទៅរកសកម្មភាព និងការប្រែចិត្តដោយស្មោះស្ម ។
When we sincerely repent, we turn away from sin.	ពេលដែលយើងប្រែចិត្តដោយស្មោះត្រង់ នោះយើងងាកចេញពីអំពើបាប ។
God prepared a plan to help us return to Him.	ព្រះបានរៀបចំផែនការណ៍ដើម្បីជួយយើងត្រឡប់ទៅរកទ្រង់វិញ ។
Keep going until you reach the intersection.	ទៅរហូតដល់ផ្លូវបែកជាបួន ។
Through the Atonement, we can be freed from sin.	តាមរយៈដង្វាយឆ្នួនយើងអាចរួចផុតពីអំពើបាប ។

Explanation

In a simple SVO sentence it is implied, and often very apparent, that the verb (action) is being applied toward the object of the sentence. As we have learned in previous sections, a direct object is the noun that receives the action of the verb. An indirect object is the noun that “gets” the direct object.

We built a new house for the Yon family.

She shared her sandwich with the stranger.

We ask Thee to send Thy Spirit to be with us.

The sisters taught faith and repentance to the class.

In the sentences above, the underlined words are all direct objects. In each sentence the direct object is the receiver of the action. The indirect object is the person or thing that “gets” the direct object. In this case *the Yon family*, *the stranger*, *us*, and *the class* are the indirect objects. The Yon family got a new house. The stranger got a sandwich. We got the Spirit to be with us. The class got taught faith and repentance. A good way to find an indirect object in a sentence is to ask yourself who or what is getting something. Within a sentence, the direct and indirect object are typically connected by a preposition that indicates a direction of action. Direction of action prepositions show how the direct object is moving in relation to the indirect object. *To*, *from*, and *with* are common direction of action prepositions in English. This section will help you to clearly and correctly use direct and indirect objects in sentences by connecting them with direction of action prepositions.

Basic Direction of Action

There are a few basic direction of action prepositions you should know before moving on.

ដល់	<i>to</i>
មក	<i>to (come to)</i>
ទៅ	<i>to (go to)</i>
ឲ្យ	<i>to/for</i>

17a

Subject + Verb + Direct Object + ដល់/មក/ទៅ/ឲ្យ + Indirect object

Subject	Verb	Direct Object	ដល់/មក/ទៅ/ឲ្យ	Indirect Object
ពួកខ្ញុំ	ចង់ចែកចាយ	សារលិខិត	ទៅ	បង ។
<i>We want to share a message with you.</i>				
ព្រះវរបិតា	បានប្រទាន	សុខភាពល្អ	ឲ្យ	យើង ។
<i>Heavenly Father blessed us with good health.</i>				
សូមឲ្យបង	ចែកចាយ	សក្ខីភាពបង	មក	ខ្ញុំ ។
<i>Please share your testimony with me.</i>				

The Direct Object Indicator

As briefly mentioned in section three, នូវ is a direct object indicator in Cambodian. នូវ is particularly important if you modify your grammar so that the direct object comes after the indirect object. This structure is less common in Cambodian than in English. When this happens, នូវ must be placed directly before the direct object in the sentence.

Actions

17b

Subject + Verb + ដល់/មក/ទៅ/ឲ្យ + Indirect Object + នូវ + Direct object

Examples

ពួកស្រីស្ទើរបានបង្រៀនថ្នាក់នូវគោលការនៃសេចក្តីជំនឿ ហើយការប្រែចិត្ត ។
The sisters taught the class faith and repentance

យើងបានបង្ហាញដល់អាគារព្រះវិហារនូវការភាពរស់យើង ។
We showed the church building our reverence.

ពួកគាត់បានប្រាប់យើងនូវអ្វីដែលគេបានធ្វើ ។
They told us what they had done.

ព្រះយេស៊ូវគ្រីស្ទបានប្រទានដល់មនុស្សលោកនូវដង្ហាយធូនរបស់ទ្រង់ ។
Jesus Christ gave to all mankind His Atonement.

យើងបានសង់គ្រួសារយ៉ាងល្អនូវផ្ទះថ្មីមួយខ្នង ។
We built the Yon family a new house.

Pattern Practice

	ទូលបង្គំ <i>I (respectful)</i>	សូមឲ្យទ្រង់ <i>request thee</i>	ប្រទាន <i>to bestow (to bless)</i>	ព្រះវិញ្ញាណបរិសុទ្ធ <i>Holy Ghost</i>	ដល់ <i>to</i>	ទូលបង្គំ <i>me (respectful)</i>	
តើ <i>question word</i>	ព្រះវរបិតា <i>Heavenly Father</i>	(មិនទាន់) <i>not yet</i>	អាច <i>can</i>	បង្រៀន <i>to teach</i>	កម្លាំង <i>strength</i>	មក <i>to</i>	ឮកូនបង្គំ ទេ ? <i>us (respectful) yes/no?</i>
បាទ/ចា <i>Yes (M/F)</i>			បាន <i>(past tense)</i>	ពរដ៏យ៉ាង <i>blessing</i>	ទៅ <i>to</i>	ម្ហូប <i>food</i>	ហើយ(ឬ)នៅ ? <i>yet? (already or not)</i>
អត់ទេ <i>No</i>			នឹង <i>(future tense)</i>	សេចក្តីជំនឿ <i>faith</i>	ឲ្យ <i>to</i>	បងប្រុស <i>brother (older)</i>	ហើយ(ៗ) <i>already.</i>
នៅ <i>Not yet</i>		- <i>(present tense)</i>		សេចក្តីសង្ឃឹម <i>hope</i>			(ទេ) <i>(negator)</i>
				មេរៀនសំខាន់ <i>important lesson</i>			

Activities

Personal



Listening

- A. Cambodians will often use words before ទៅ or មក to emphasize the direction that they are speaking about. Two of these words are សំដៅ and តម្រង់. Cambodians use these words to talk about being aimed or pointed in a certain direction. For one week, write down every time you hear one of those words used. Also, ask a native about the situations in which he or she uses those words.



Reading

- B. Read the following verses that contain words that relate to direction of action. In your notebook, write down any directional words that you don't recognize, or that are used in a way that is unusual to you. Look them up in a dictionary and then write a brief summary of their usage next to each one.
1. Helaman 10:2
 2. Alma 31:14
 3. Mosiah 16:11
 4. Mormon 6:7
 5. Mosiah 18:28
 6. Moroni 9:5
 7. Alma 10:8
 8. 2 Nephi 6:7
 9. 1 Nephi 8:27

- C. Sometimes the words ឆ្ពោះ and ចំពោះ are used to emphasize a direction. What meaning do they add when used? Determine this by reading the following verses. Ask a native speaker if you have any questions. Write down what you learn about the use of ឆ្ពោះ and ចំពោះ in your notebook.

1. Mosiah 13:30
2. 1 Nephi 8:31
3. Alma 26:3, 32
4. 3 Nephi 11:5, 8
5. Alma 2:36
6. Ether 6:5



Writing

- D. Practice translating the following sentences to emphasize the direction of the action in the sentence. Be sure to put the directional complement after the direct object. Check your answers with the answer key.

For example: Did you bring your scriptures? តើអ្នកបានយកព្រះគម្ពីរមកទេ?

1. He exports rice to Vietnam.
2. I am going back to America.
3. They took Christ and crucified Him.
4. Through repentance, we turn ourselves back to Heavenly Father.
5. Obedience brings blessings into our lives.
6. Could you scoot over a little?
7. Don't take the Lord's name in vain.
8. Why did God want us to return to this street?
9. He is almost there.
10. She is almost here.
11. We should always try and grow closer with God.
12. "Our purpose is to invite others to come unto Christ."

- E. Use directional words to talk about actions going away from yourself or away from the actor of an action. Translate the following sentences on a separate sheet of paper. Check your answers with the answer key.

1. Look over there.
2. He was pushed into the street.
3. If we are worthy, then we may enter into the holy temple.
4. I am sending this letter to my recent convert.
5. We should be on a path that leads us to God.
6. I said to her that she should contact that referral.
7. I opened up to Moroni chapter 10.
8. We are giving this copy of the Book of Mormon to you.
9. We rode our bikes to ព្រះវិហារ for a lesson with a less-active member.
10. We bore our testimonies to them, and then left immediately.

- F. Use directional words to talk about actions coming towards yourself or towards the subject. Translate the following sentences on a separate sheet of paper. Check your answers with the answer key.

1. Look over here.
2. He was pushed into me.
3. Even if you don't feel worthy, the Lord still wants you to come to church.
4. My recent convert just sent me a letter.
5. God wants us to return back to Him.
6. She said to me that I should contact that referral.
7. Walk towards me.
8. I am thrilled that you have given me this Book of Mormon.
9. ឪណា, the elders have ridden their bikes here to speak with you.
10. They bore their testimonies to me, and then left immediately.

Companion



Speaking

- G. The word នាំ is usually accompanied by a word of direction, whether that be ទៅ មក ចេញ ចូល or យក. These words will usually be separated, but occasionally they will be seen right next to each other, although in those cases the object marker នូវ will typically need to be used. Teach your companion a five-minute version of the first lesson. Use នាំ five different times as you teach it. Try and change the directional words which you accompany with នាំ, as well as change whether you put the directional word right next to នាំ or not. Afterwards, switch and give your companion a turn.
- H. វិញ is frequently used in conversations to reverse an action's direction, or to change topics or the person being addressed. For example, «គាត់ចូលចិត្តរដូវប្រាំង ប៉ុន្តែចំពោះខ្ញុំវិញ ខ្ញុំចូលចិត្តរដូវវស្សាជាង ។» or «បាទ ខ្ញុំសុខសប្បាយ អរគុណពូ ។ ចុះពូវិញ សុខសប្បាយទេ?» During companionship study one day, only speak in Cambodian. Use វិញ to mean “instead,” as well as to reverse actions and turn questions and statements back to other people. Try and use it 10 times in your study.

For example: បងចម្អិនគ្រាប់ពូជបាយឆ្នាំថ្មីនេះ អញ្ចឹងខ្ញុំគិតថាយើងគួរតែទៅផ្ទះអីសែនវិញ ។ ចុះស៊ីស្ទើរវិញ គិតយ៉ាងម៉េច ?



Listening

- I. The directional words ទៅ and មក are often used in conjunction with phrases such as តាមពិតទៅ or និយាយសរុបមក. It may be weird at first to think of some of these phrases having a direction. However, the directional words in these cases simply help emphasize the phrase or make it more descriptive. Listen for phrases like these, which do not inherently require a direction, but that still make use of មក or ទៅ to help add emphasis or description.



Reading

- J. Read គោលបំណងរបស់អ្នក on page 1 of the Cambodian *Preach My Gospel*. Why is the word កាន់ employed in this paragraph? Why not just use មក? What does កាន់ do to describe the direction of action in the phrase មកកាន់ព្រះគ្រីស្ទ? How is the meaning of កាន់ here different than when it is used later on in this same paragraph (កាន់ខ្ជាប់ដរាបដល់ចុងបំផុត)? Discuss these questions with your companion and write your thoughts down in your notebook.



Writing

- K. With your companion, discuss how the following sentences could be rephrased to have the complementary verb pair on both sides of the direct object, rather than putting the verb pair together followed by នូវ and the direct object (which is the pattern used in the sentences given). Write your answers on a separate sheet of paper, and check them with the answer key.

For example: នីហ្វែបានទៅយកចេញនូវផ្ទាំងមាសពីផ្ទះឡាបាន ។ -- នីហ្វែបានទៅយកផ្ទាំងមាសចេញពីផ្ទះឡាបាន

1. គាត់បានឲ្យមកខ្ញុំនូវដំបូន្មានដែលមានតំឡៃ ។
2. ខ្ញុំសូមលើកដាក់នៅលើក្បាលអ្នកនូវដៃខ្ញុំ បានទេ ?
3. ស្តេចបេនយ៉ាមីនបានសាងសង់ឡើងនូវប៉មមួយ ។
4. ព្យាករីបុរាណបានសរសេរទុកនូវបញ្ជីប្រវត្តិនៃប្រជាជនរបស់គេ ។
5. ពួកសាសន៍អាន់តែ-នីហ្វែ-លីហ្វែបានបោះចោលនូវអាវុធរបស់គេ ។
6. ការអានព្រះគម្ពីរអាចនាំចូលនូវពរជ័យជាច្រើនក្នុងជីវិតរបស់យើង ។

Group



Speaking

- L. Pair up with another companionship in your group. Practice teaching about how the goal of Heavenly Father is for us to return to live with Him. Practice using as many words as you can think of to describe “returning” in different ways. These words may include វិញ ត្រឡប់ វិល ទៅ មក ក្រោយ ម្តងទៀត and បក់. Teach for five minutes and then have the other companionship evaluate how clearly you communicated the idea of returning to live with Heavenly Father. Then switch.

Review: Actions and Events

This review will help you see how well you have learned the material in the previous sections. It will also help you evaluate your ability to apply several different grammar principles that you have learned in performing the following function:

Asking About and Describing Actions and Events

- Verbs - Building on the Basics
- Methods
- Passive Voice
- Direction of Action

Activities

Personal



Speaking

- A. Reflect on your morning routine, use as many verbs as you can to describe out loud what you do to get ready for the day. Be specific and try to stretch your vocabulary. Also try this activity with adverbs.



Listening

- B. Listen to the “Restoration” video, paying attention to the use of verbs and adverbs in this film. How did Joseph Smith’s actions demonstrate his faith? Write your answer in your language notebook.



Reading

- C. Read “Language” from the Missionary Handbook in Cambodian. Make a list of verbs that are used in this section and pay attention to the use of direction of action words to find out how your language affects others as a missionary.
- D. Read Mosiah 14:3–5. Use your English scriptures to compare when the passive construction switches from using active voice to passive voice (hint: passive voice makes heavy use of ត្រូវ). Talk with your companion to explain your understanding of when passive voice is being used and when active voice is being used.



Writing

- E. Translate the following sentences from English to Cambodian. Check your answers.
1. Peace will come into our hearts when we forgive others.
 2. Bearing your testimony will help strengthen it.
 3. When we sincerely repent, God forgives us.
 4. Christ can take away our sins if we repent.
 5. Alma and Amulek were imprisoned for preaching the gospel.
 6. Christ lived His life perfectly according to the will of God.
 7. Adam and Eve were commanded not to eat the forbidden fruit.
 8. Faith and repentance leads to true conversion.
 9. Call us when you get to the church.
 10. Remember to bring your scriptures with you on Sunday.
 11. You received your calling from a prophet of God.
 12. Our investigator brought her friend to church today.
- F. Write a definition and explanation for repentance using combination of verbs, adverbs, direction of action words, or passive voice. Make your definition simple enough that a young child could understand what repentance is and how to do it. Use this definition in one of your upcoming lessons.

Companion



Speaking

- G. Using adverbs, describe to your companion how an effective missionary teaches. For example: "An effective missionary teaches clearly." After listing everything you can think of, choose one or two of the adverbs that you and your companion would like to try to improve your teaching. Make plans to apply them this week. Follow up on this goal later in the week.
- H. Think of a time when you misplaced one of your belongings. Take turns with your companion describing the steps you took to find the object using as many direction of action words as you can.



Listening

- I. Ask a member to give you instructions on the different ways that you can properly wear the Cambodian គ្រឿង. Listen to their use of verbs and adverbs. Write down any verbs they use that you are unfamiliar with or don't understand.
- J. Ask a member how he or she met or were introduced to the missionaries. Pay close attention to the use of verbs and direction of action words. Also, pay close attention to the different ways previous missionaries contacted and taught these members and make a goal to try out one of these contacting methods.



Reading

- K. Read *The Living Christ: The Testimony of the Apostles* in Cambodian. Take turns with your companion reading a sentence each. Discuss how your testimony of Jesus Christ has impacted your life using verbs and direction of action words. Use this testimony of Christ along with your own to teach your investigators.



Writing

- L. Using different combinations of នាំ យក ទៅ and មក, write down a list of instructions for your investigator to know what they need to remember to bring with them to their baptism. For example: បងគួរតែយកខោអាវមួយកំប្លោងទៅ ។

Group



Speaking

- M. Play a game of charades with your district, focus on verbs that you can act out. The person who guesses the word correctly gets to go next.
- N. As a district practice teaching about Joseph Smith and the First Vision. Be sure to use as many verbs, direction of action words, and passive voice sentences as you can.



Listening

- O. Print out copies of *The Living Christ: The Testimony of the Apostles* in Cambodian to hand out. Plan a Family Home Evening Lesson centered on Jesus Christ. Discuss some of the things that Christ did for mankind. Pay attention to the use of verbs, adverbs, direction of action words, and passive voice. Try to use them all as you hear native say them. Share your testimony about Jesus Christ, then invite everyone else to share their testimonies.



Reading

- P. Read 3 Nephi 11:1–17. Choose a narrator to read these verses out loud, and the rest of the group has to listen and act out the scene that is being described. You may also choose to try this activity with another scripture story.

Asking About and Expressing Desire, Need, Preference, Ability, Intention, or Purpose

Purpose

This function will help you talk about what we need or want to do; for example, what we need to repent of or what God wants for us. It will also help you talk about ability, as well as help you to tailor your language to meet different levels of respect. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- We **need** to pray often. (Need, Should, and Want)
- We ask **Thee** to help us know what **Thou wouldst** have us do. (Basic and Honorific Word Forms)
- I **can** speak, read, and write Cambodian. (Ability)
- The members of the ward pray **for** the missionaries. (For)
- We can take **either** this way to the church building **or** this way. (Preference and Indifference)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- “God Is Our Loving Father in Heaven” (What does God want for us?)
- “Heavenly Father Reveals His Gospel in Every Dispensation” (Why did God call prophets? Why do we need them?)
- “The Restoration of the Gospel of Jesus Christ through Joseph Smith” (What did Joseph Smith want to know? What did God ask Joseph Smith to do?)
- “The Book of Mormon: Another Testament of Jesus Christ” (What can we learn from the Book of Mormon? For what purpose was it written?)
- “Pre-Earth Life: God’s Purpose and Plan for Us” (What is God’s purpose and plan for us?)
- “The Atonement” (Why did Christ perform the Atonement? Why do we need it?)
- “Repentance” (What do we need to do in order to repent?)
- “Baptism, Our First Covenant” (Why do we need to be baptized?)
- “Obedience” (Why does God want us to obey?)
- “Pray Often” (What should we pray for? How do we express our needs and desires?)
- “Study the Scriptures” (What are the scriptures for? Why do we need to study them?)
- “Priesthood and Auxiliaries” (What can be done with the priesthood? What are the auxiliaries for?)
- “Missionary Work” (Why should we desire to do missionary work as members?)
- “Temple and Family History” (Why do we need temples? How can we get involved in family history work?)

Tasks from the *Missionary Vocabulary and Phrases Book*

- “Extend Commitment Invitations” (Why does God give us commandments? How can I show encouragement and support?)
- “Give Directions” (How do I tell someone how to get somewhere?)
- “Obtain Referrals” (Why should we share the gospel with friends? How can we begin to talk about the gospel? How do we increase our desire to share the gospel?)
- “Offer a Prayer” (How do I ask Heavenly Father for the things that I need?)

Need, Should, and Want

Examples

What do you (older sister) . . . need ?	តើបងស្រី. . . ត្រូវការអ្វី ?
What else do we need to do this week?	តើយើងត្រូវតែធ្វើអ្វីទៀតក្នុងសប្តាហ៍នេះ ?
We should obey secular laws.	យើងគួរតែគោរពតាមច្បាប់រដ្ឋ ។
In order to be baptized you need to stop smoking.	ដើម្បីទទួលពិធីបុណ្យជ្រមុជទឹកអ្នកត្រូវតែឈប់ជក់បារី។
We should participate in civil government.	យើងគួរតែចូលរួមនៅក្នុងរដ្ឋាភិបាលស៊ីវិល ។

Explanation

Expressing desire, need, intention, or purpose can be done using the verbs need, should, and want. In this section you will learn how to use these words in a variety of applications. As you study this section, think about how you can use this grammar principle to express your feelings in lessons and other missionary activities. Need, should, and want are all verbs and are typically used as verbs in Cambodian sentences. There are some exceptions to this rule that will also be covered in this section.

(Need, Should, or Want) + Verb

When used before another verb, the form of words for need, should, and want are as follows:

ត្រូវតែ	<i>to need to</i>
គួរតែ (also គប្បី)	<i>should</i>
ចង់	<i>to want to</i>

To use these words in a sentence, place them directly before a verb. In less formal settings, តែ can be omitted.

Examples

យើងត្រូវតែទូរស័ព្ទទៅអ្នកដឹកនាំមណ្ឌលយើង ។
We need to call our district leader.

គាត់គួរតែសុំមុនចូលផ្ទះយើង ។
He should ask before entering our home.

គាត់ចង់ទៅព្រះវិហារ ។
She wants to go to church.

ពួកគាត់ទាំងអស់ត្រូវតែបង្ហាញពីសេចក្តីស្រឡាញ់របស់គាត់ចំពោះគ្រួសារគាត់ ។
They all need to show their love for their families.

ខ្ញុំគួរតែមុជទឹកមុនយើងទៅ ។
I should shower before we leave.

អ្នកចង់បង្រៀនអំពីការប្រែចិត្ត មែនទេ ?
You want to teach about repentance, right?

(Need or Want) + Noun

When used before a noun, need and want take a different form. (Should is never used before a noun)

18c 18b

ត្រូវការ	<i>to need + to noun</i>
ចង់បាន	<i>to want + a noun</i>

To use these forms of need and want in a sentence, place them directly before a noun. ការ and បាន should never be dropped in this circumstance.

Examples

ខ្ញុំត្រូវការជំនួយក្នុងការរៀនខ្មែរ ។
I need help learning Cambodian.

ខ្ញុំចង់បានអង្ករមួយគីឡូ ។
I want one kilo of rice.

គាត់នឹងត្រូវការការគាំទ្ររបស់អ្នក ។
She will need your support.

តើអ្នកចង់បានកង់ពណ៌ខៀវ ?
Do you want a green bike?

យើងត្រូវការដង្វាយចូននៅក្នុងជីវិតយើង ។
We need the Atonement in our lives.

Note: There are other words and phrases that you will learn to help you express needs and desires. The activities in this section will help you to listen for and learn some of these words. Other words you will pick up in your day-to-day interactions. Pay attention to how native speakers express their feelings, wants, hopes, and desires. These day-to-day experiences will be some of your greatest lessons in the Cambodian language.

Remember

- Use the words need, should, or want to express desire and purpose.
- ត្រូវតែ គួរតែ and ចង់ should only be used before verbs.
- ត្រូវការ and ចង់បាន should only be used before nouns.
- Listen to native speakers to learn more ways to express yourself and your feelings, purpose, and desires in Cambodian.

Pattern Practice

	យើង <i>We</i>		ត្រូវតែ <i>need (a verb)</i>	គោរពប្រតិបត្តិ <i>to obey</i>	ព្រះបញ្ញត្តិ <i>commandment</i>	ទាំងអស់ <i>all</i>	
តើ <i>question word</i>	ខ្ញុំ <i>I</i>	(មិន/អត់) <i>(negative particle)</i>	គួរតែ <i>should</i>	អាន <i>to read</i>	ព្រះគម្ពីរ <i>Scriptures</i>	រាល់ថ្ងៃ <i>everyday</i>	ពេលណា ? <i>when?</i>
ហេតុអ្វី <i>Why?</i>	បង <i>You</i>		ត្រូវការ <i>need (a noun)</i>	អធិស្ឋាន <i>to pray</i>	ជាមួយក្រុមគ្រួសារ <i>family</i>	មួយដង <i>one time</i>	នៅ(ឯ)ណា ? <i>where?</i>
បាទ/ចា <i>Yes</i>	គាត់ <i>He/she</i>		ចង់ <i>want</i>		បុណ្យជ្រមុជទឹក <i>baptism</i>	ថ្ងៃអាទិត្យ <i>Sunday</i>	ដោយរបៀបណា ? <i>how? (by which method)</i>
អត់ទេ <i>No</i>					ព្រះវរបិតា <i>Heavenly Father</i>	ជានិច្ច <i>always</i>	អ្វី ? <i>what?</i>
							ទេ ? <i>yes/no?</i>
							(ទេ) <i>(negative particle)</i>

Activities

Personal



Speaking

- A. One thing that can sound awkward at first is saying ត្រូវការ with gerunds and other nouns that begin with ការ themselves. You may be tempted at first to say ត្រូវការលើកទឹកចិត្ត. Practice using the correct combination by saying 10 sentences out loud that have ត្រូវការ in them, and then have a noun immediately afterwards that begins with ការ, such as ការគាំទ្រ or ការលើកទឹកចិត្ត. Get used to how it sounds. Although you probably won't need to use this combination often, it helps to have practiced it beforehand, so that you can be confident when the situation eventually comes up.

For example: ម៉ឺងឈៀនត្រូវការការលើកទឹកចិត្តពីសមាជិកក្នុងរូងយើង ។



Listening

- B. Cambodians often use the phrase មិនបាច់. It is similar to the English phrase "that's not necessary." Write down all the times you hear it in one week. Be sure to write down the context of its usage as well. At the end of the week, summarize in your notebook everything you learned about when Cambodians use this phrase.



Reading

- C. Read the following verses that contain the word ការចាំបាច់. Notice how ការចាំបាច់ is used more frequently than just ចាំបាច់ in the Book of Mormon. Why do you think it is phrased that way? Write down your thoughts in a notebook, and ask a native speaker what he or she thinks.

1. Alma 39:18
2. 2 Nephi 9:6, 48
3. 1 Nephi 19:21
4. 2 Nephi 2:11
5. 2 Nephi 26:12
6. Alma 48:14
7. Alma 32:12



Writing

- D. Translate the following sentences on a separate sheet of paper. Pay attention to whether ត្រូវតែ or ត្រូវការ should be used. Check your answers.

For example: I need to do the laundry today. ខ្ញុំត្រូវតែបោកខោអាវថ្ងៃនេះ ។

1. We need to help her see why Jesus Christ is important to her.
2. What is it you need?
3. He is really good at identifying what our investigators' needs are.
4. We have to keep the commandments if we want blessings.
5. What do we need to do today?
6. We need the Savior in order to be clean from sin.
7. We need to follow the Savior in order to be clean from sin.
8. They need to go to the market because they need rice.
9. The bishop needs our help.
10. We need to have both faith and works.

- E. Practice using ចង់ and ចង់បាន as you translate the following sentences on a separate sheet of paper. Check your answers.

For example: I want good health. ខ្ញុំចង់បានសុខភាពល្អ ។

1. I want you to tell me what happened.
2. I want to know what happened.
3. I want the information from what happened.
4. She wants to learn Cambodian quicker.
5. They wanted a copy of the Book of Mormon.
6. We want to be baptized.
7. Do you want a priesthood blessing?
8. President wants to speak with you.
9. We want to buy five dragon fruit, but we don't want the white ones.
10. How can we know which road God wants us to take?

Companion



Speaking

- F. Tell your companion 20 things that you want in your mission. These could be objects, goals, or things that you want to do. Use the words ចង់ and ចង់បាន in order to do so. Have your companion correct you if you misspeak, and then switch roles.

For example: ខ្ញុំចង់ធ្វើការដោយឧស្សាហកម្មជាដើមរាល់ថ្ងៃ ។

- G. Several words can be used at the end of a phrase to emphasize the necessity or urgency of that phrase. They are often used in official declarations or commands. These words include មិនខាន, ច្បាស់តែបាន, and ជាដាច់ខាត. With your companion, practice pairing these ending phrases with ត្រូវតែ. Try and come up with 10 sentences each.



Listening

- H. Listen for instances where people talk about needing somebody to do something. For instance, “I need you to help me move” would be ខ្ញុំត្រូវការអ្នកជួយខ្ញុំផ្ទះ ។ Keep a running list until you hear ត្រូវការ used like this five times.
- I. The word ត្រូវ can only be used to mean ត្រូវតែ, not ត្រូវការ. However, native speakers will sometimes mistakenly use ត្រូវ for ត្រូវការ. Listen for sentences where a native speaker will use ត្រូវ for ត្រូវការ. Write these sentences down in your workbook, and then discuss with your companion why the native speaker was wrong to use ត្រូវ in each instance you’ve recorded. Write down what you learn from this in your notebook.



Reading

- J. Read with your companion in 3 Nephi 28:37. How are ចាំបាច់ and ត្រូវ used in this verse? Discuss their usages with each other.
- K. Read the Ten Commandments in Mosiah 12:35–36 and Mosiah 13: 15–24. Why is មិនត្រូវ used here in place of shall? What meaning does មិនត្រូវ have here: “Shall not” or “Don’t have to”? Discuss with your companion the use of មិនត្រូវ. Write down what you discussed with each other in your notebook, then go and ask a couple of native speakers about it. Write down what they tell you.



Writing

- L. Have your companion write in Cambodian a summary of the usage of គួរឱ្យ. You will write in Cambodian a description of the usage of គួរតែ. After you have both finished, compare your summaries. How do you know which meaning គួរ has when you hear it? Discuss with your companion.

Group



Speaking

- M. Pair up with another companionship in your group. Imagine that you are teaching a recent convert who is distraught because he just relapsed by drinking alcohol. Ask him what he thinks he should do to repent, and then after he answers, walk through the steps of repentance with him and what he should do in order to be clean again. Use គួរតែ frequently as you practice teaching in this scenario (គប្បី would work too, although it is less commonly used).
- N. Have a group discussion in Cambodian about what missionaries must do and what missionaries must have in order to be worthy of the Spirit. Have each missionary use the verbs ត្រូវការ and ត្រូវតែ as they express their thoughts. Other words such as ចាំបាច់, គួរតែ, and ចង់ could also be easily incorporated.

Basic and Honorific Word Forms

Examples

Could you repeat that please ?	សូមនិយាយម្តងទៀតបានទេ ?
May I share an experience?	ខ្ញុំសូមចែកចាយបទពិសោធន៍មួយបានទេ ?
When Christ died , His body separated from His spirit.	ពេលព្រះគ្រីស្ទទ្រង់សុគតរូបកាយរបស់ទ្រង់បានបែកចេញពីវិញ្ញាណរបស់ទ្រង់ ។
God commands the prophets to teach truth.	ព្រះទ្រង់បញ្ជាឲ្យព្យាករណ៍ទាំងឡាយបង្រៀនពីសេចក្តីពិត ។
Let's read a scripture about repentance.	ចូរយើងអានឧតម្ពីរអំពីការប្រែចិត្ត ។

Explanation

Context and language cannot be considered separately. Any given situation will demand the appropriate language to accompany it. Imagine the different English words and phrases you might hear in a grocery store, in a sports game, in a classroom, in a prayer, in a museum, in a home, between close friends, between siblings, between parents and children, between a worker and boss, or between an ambassador and a king, to name only a few. While many of these contexts share vocabulary, it is also true that some words, phrases, tones, and formalities are only used in certain situations. The improper use of language in a given situation is the quickest way to offend others, annoy others, or distance others from you. Strive to understand Cambodian etiquette and culture.

The ideas in this section, while not comprehensive, will help you to begin identifying core sets of vocabulary that you will use in different situations throughout your mission. If you find yourself in a new situation and are unsure what social norm is expected, it is best to observe and learn first; when in doubt, always err on the side of respect and formality. While it is possible to be overly flowery and sarcastically respectful, the majority of the time a sincere effort, even if overly respectful, will be met with appreciation.

Degrees of Respect in Action, Nouns, and Verbs

This sub-section introduces some general guidelines to show politeness in Cambodian. This sub-section will also introduce the concept of inherent respect that is carried in the words you use every day.

Inherent Respect in Nouns and Verbs

Specific word choice affects the tone and respect with which you speak. For example, the words *ask*, *inquire*, *quiz*, *request*, *demand*, *interrogate*, and *cross-examine* all have the same general meaning. However, reading through the sentences below shows that these words are not completely interchangeable.

The student **asked** the professor about the lecture.

The student **inquired** of the professor about the lecture.

The student **quizzed** the professor about the lecture.

The student **interrogated** the professor about the lecture.

The student **cross-examined** the professor about the lecture.

The student **requested** the lecture notes from the professor.

The student **demanded** the lecture notes from the professor.

Some of the words fit well in the situation above while others don't really make sense, and yet others sound offensive or inappropriate. In a similar way, many Cambodian nouns and verbs share similar meanings but vary in tone and respect. In Cambodian the most respectful form of a verb or noun is typically used for royalty and deity. The least respectful terms are used for objects, animals, or inferiors.

19a

Examples				
Less respectful/ Lower form/ Inferiors		Respectful/ General form/Equals		More respectful/ Higher form/ Superiors
ស៊ី <i>to eat</i>	ញ៉ាំ <i>to eat</i>	ហូប <i>to eat</i>	ពិសា <i>to eat</i>	សោយ <i>to eat (deity/royalty)</i>
គេង <i>to sleep (children)</i>	ដេក <i>to sleep</i>	សម្រាក <i>to sleep/rest</i>	សម្រាន្ត <i>to sleep</i>	ផ្ទុំ <i>to sleep (deity/royalty)</i>
វា <i>he (pejorative)</i>	គេ <i>he (indefinite)</i>	គាត់ <i>he (polite)</i>	លោក <i>he (to leaders/ superiors)</i>	ទ្រង់ <i>he (deity/royalty)</i>
ថា <i>to say (informal)</i>	និយាយ <i>to say (common)</i>	--	មានប្រសាសន៍ <i>to say (respectful)</i>	មាន(ព្រះ)បន្ទូល <i>to say (deity/royalty)</i>
ខ្ញុំម្ចាស់ <i>I (pronoun)</i>	ទូល(ព្រះ)បង្គំ <i>I (pronoun)</i>	ខ្ញុំបាទ/នាងខ្ញុំ <i>I (pronoun)</i>	ខ្ញុំ <i>I (pronoun)</i>	យើង <i>I (pronoun)</i>
ងាប់ <i>to die</i>	ស្លាប់ <i>to die</i>		ទទួលមរណៈ / ទទួលអនិច្ចកម្ម <i>to die</i>	សុគតិ <i>to die (deity/royalty)</i>
--	កើតកូន <i>to birth</i>	សម្រាលកូន <i>to birth</i>	ឆ្លងទន្លេ <i>to birth</i>	ប្រសូតិ <i>to birth (deity/royalty)</i>

Note: For the personal pronoun I, the examples above show how you might refer to yourself across the spectrum of being a servant all the way to being a God. Therefore, ខ្ញុំម្ចាស់ would be an incredibly humble way to refer to yourself (as God's servant) to God while God would refer to Himself as យើង when speaking back to us. You will also find that some of the words above are used more frequently than others. Before using a higher or lower register word to show appropriate respect, ask yourself if you have ever heard it used. If you haven't, check with a fluent speaker and have them advise you in the use of that specific word.

The previous examples are unique in that there are five or more words that share the same meaning in a hierarchy of respect and formality. There are many more words that are commonly split into only two or three levels. In these cases, the highest form is almost exclusively for deity, royalty, or clergy (monks). The other forms are used by the "common people" to interact and speak from day to day.

When a verb or noun does not have a "most respectful" form, a prefix can be used to elevate the respect and honor of that word. ព្រះ is used for nouns relating to deity, royalty, and clergy. ទ្រង់ precedes most royal verbs, while ហង់ is used for verbs of motion relating to deity and royalty. លោក and អ្នក are prefixes that are sometimes used to show respect when addressing those of higher social status than yourself.

Examples		
Word	Common	Royal
hand/arm	ដៃ	(ព្រះ)ហាស្ត
foot/leg	ជើង	(ព្រះ)បាទ
son	កូនប្រុស	(ព្រះ)រាជបុត្រា
to go	ទៅ	យាងទៅ
to come	មក	យាងមក
uncle	ពូ (familiar) / លោកពូ (respectful)	--
aunt	ម៉ែង (familiar) / អ្នកម៉ែង (respectful)	--

Examples

ឱព្រះវរបិតាសួគ៌ ជាទីស្រឡាញ់របស់ពួកទូលបង្គំអើយ . . .
Our dear Heavenly Father . . .

រួចហើយគាត់ថា គាត់នឹងមិនព្រមជួបយើងទៀតឡើយ ។
Then he said he won't meet us anymore.

ទ្រង់មានព្រះបន្ទូលថា នេះជាព្រះរាជបុត្រាដ៏ស្នូនភ្ញារបស់យើង ។
"He said, 'This is my Beloved Son.'"

លោកពូកំពុងសម្រាកឥឡូវ ។
He (uncle) is resting right now.

ឪពុកខ្ញុំត្រូវបានទទួលអនិច្ចកម្មពីម្សិលមិញ ។
My father passed away yesterday.

ព្រះគ្រីស្ទបានសុគតសម្រាប់យើង ។
Christ died for us.

គោរបស់ពូសានងាប់ហើយ ។
Pu San's cow died.

លោកតាអើយ មកពិសាបាយ ។
Grandpa, come eat rice.

អើយខ្មៅ ហូបបាយ !
Elder, come eat rice!

កូនអើយ មកស៊ីបាយ ។
Hey kids, come eat rice.

Note: In addition to words that indicate a specific social register, there are also groups of words that are only used in specific settings. For example, there are some words only used in poetry and lyrics. There are other words only used within our church that may be unfamiliar to nonmembers in the context you use them. One example is the word "to pray," អធិស្ឋាន, which means to "to make a wish" in non-religious settings. Your careful word choice in any circumstance will set you apart as an excellent speaker of Cambodian and as a representative of Jesus Christ.

The Use of Commands

The use of commands (imperatives) are formed by using a series of complementary particles that indicate the imperative tone of a command. Familiarize yourself with the command particles introduced below.

Command Word/Particle	Use	Meaning
ចូរ...ចុះ	ចូរ + verb phrase + ចុះ	<i>command particles (formal)</i>
ទៅ/មក	verb phrase + ទៅ/មក	<i>go/come (generic command)</i>
មើល	verb phrase + មើល	<i>look (informal command)</i>
កុំ	កុំ + verb phrase	<i>don't</i>

Note: The verbs បញ្ជា or បង្គាប់ (to command) can be used in a sentence to describe an imperative. The use of this verb follows the general rules for verbs that have already been established in this book.

Examples

ចូរទទួលព្រះវិញ្ញាណបរិសុទ្ធចុះ ។
"Receive the Holy Ghost."

ទៅចុះ
Go ahead

ស្តាប់គាត់មើល ។
Listen to her.

កុំភ្លេចពាក់ក្រវាត់កម្ចីរបស់អ្នក ។
Don't forget to wear your new tie.

និយាយទៅ ។
Speak.

Making a Request

There are three different terms used to make a request in Cambodian: សូម សុំ and ឲ្យ. លោកជូន ណាត់ describes សូម and សុំ as being identical in meaning but differing in social use. Mainly សុំ should be used as a polite way for a superior to request something of an inferior and សូម should be used by an inferior making a request of a superior. While this lexical delineation may have been true at the time, modern Cambodian has drifted into a different use of these words. The sections below align with how you will hear these words used in everyday speech. Pay careful attention as Cambodian requests differ in grammatical structure from English requests.

Personal Action Request

The word សូម is used when making a request to do something. It can be used in a couple of different ways. សូម is often used at the very beginning of a verb phrase to add politeness to the verb phrase. You will hear this often when people greet you, or you are at church, or in memos and announcements. សូម is also used as a way to ask permission to do something, similar to the phrase "may I . . ." in English.

19d

Subject + សូម + verb phrase + (បានទេ)

Subject	សូម	Verb	Object	បានទេ
ខ្ញុំ I	សូម request	ទៅ to go to	បន្ទប់ទឹក the bathroom	បានទេ ? possible?
ខ្ញុំ I	សូម request	ចូល to enter	ផ្ទះប្អូន your home	បានទេ ? possible?
ខ្ញុំ I	សូម request	អញ្ជើញបងទៅ to invite you to go to	ព្រះវិហារ church	បានទេ ? possible?

19e

សូម + verb phrase

សូមជំរាបសួរ hello (polite)
សូមផ្លូវមួយ excuse me, can I get through (polite)
សូមជូនដំណឹងទៅ . . . We would like to announce . . . (polite)

Causative Requests (ឲ្យ) for Action of Others

Regardless of circumstance, whenever you are requesting someone else to do something, or wanting someone else to do something, the causative word ឲ្យ must be used.

19f

Someone + សូមឲ្យ + someone else + verb phrase + (បានទេ)

Examples

Subject	សូម	ឲ្យ	Direct Object	Verb	Indirect	(បានទេ)
ខ្ញុំ I	សូម request	ឲ្យ cause	បងទាំងពីរ both of you	ទៅ go	ព្រះវិហារ to church	(បានទេ) possible?
ពួកខ្ញុំ We	សូម request	ឲ្យ cause	លោកពូ you (uncle)	អាន to read	ខនេះ this verse	(បានទេ) possible?
ខ្ញុំ I	សូម request	ឲ្យ cause	ក្មួយ you (nephew)	រត់ទៅ run to	ផ្សារ the market	(បានទេ) possible?

Requesting a Noun

The word សុំ is used when requesting a noun.

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Name/Pronoun + សុំ + noun + បានទេ

Subject	សុំ	Indirect	(បានទេ)
ខ្ញុំ I	សុំ request	សៀវភៅនោះ request	(បានទេ) possible?
ខ្ញុំ I	សុំ request	ជំនួយ request	(បានទេ) possible?
ខ្ញុំ I	សុំ request	ក្រវាត់កនោះ request	(បានទេ) possible?

Note: Be careful not to confuse សុំ or សូម (to request) with សួរ (to ask). English uses ask to mean “ask a question” and “ask for a favor” (to make a request). Cambodian distinctly uses សួរ to mean to “ask a question” and សុំ or សូម to mean “make a request.”

Remember

- Nouns and verbs may have many words that share one meaning, the only difference being how much respect is inherent in each word.
- Imperatives can occur before or after a verb phrase to show necessity or commands.
- When making requests, be polite using the appropriate form of the request verb សុំ សូម and ឲ្យ.

Pattern Practice

	ខ្ញុំ I	សូមឲ្យ request (someone else)	បង you (older)	អាន to read	ខគម្ពីរនេះ this verse	បានទេ ? can yes/no?
បាន Can	យើង We	សូមឲ្យ request (someone else)	បងប្រុស older brother	អធិស្ឋាន to pray	ជាមួយក្រុមគ្រួសារ with family	
អត់បាន Cannot	ពួកខ្ញុំ We (exclusive)	សូមឲ្យ (request+person+verb)	បងស្រី older sister	អញ្ជើញ to invite	មិត្តភក្តិបងស្រីម្តងទៀត friend (of) older sister again	
	ខ្ញុំ I	សូម request (to do something personally)		ចែកចាយ to share	រឿងមួយពីជីវិតរបស់ខ្ញុំ a story from my life	
		សូម (request+verb)		ច្រៀង to sing	បទចម្រៀងមួយ a song	
	ខ្ញុំ I	សុំ request (like an object)			លេខទូរស័ព្ទរបស់លោកពូ younger uncle's phone number	
		សុំ (request+noun)			ប្រាជ្ញាពីព្រះតាមរយៈការអធិស្ឋាន wisdom from God through prayer	

Activities

Personal



Speaking

- A. The word ស្វែង literally means to request, but when used by itself it can mean something similar to the word “please” in English. It makes personal requests more polite, rather than just saying បានទេ or បានអត់ at the end of a request. Try and think of 20 requests that you might make today as you are out proselytizing. Practice saying them out loud till it feels natural and comfortable to you.

For example: ស្វែងបើកផ្លូវមួយ ។



Reading

- B. Read the verses listed below. Notice which words are used for God’s actions and possessions. Write down these words used to talk about God and then next to them, write down what word you would use in a normal conversation that would have the same meaning.
1. 1 Nephi 1:6
 2. 1 Nephi 2:7 (chapter heading as well)
 3. John 11:35
 4. Luke 24:42, 43
 5. Doctrine and Covenants 110:3
 6. Psalms 29:4
- C. Read the following verses in the Book of Mormon. Notice the difference between the language used in each of these passages. All of them employ different words because different social registers are involved in each one of these passages. Write down in your notebook any words that you are unfamiliar with.
1. 1 Nephi 3:13
 2. Alma 12:17
 3. 2 Nephi 28:7
 4. Alma 22:1–22
 5. Alma 36:1–3
 6. Matthew 26:45–49
 7. Abraham 4:18–22
- D. Read the following paragraphs written by ជូន ណាត that describe the difference between the words សុំ and ស្វែង. Afterwards, write a summary of the difference between the two words in your notebook. If you are still unsure how they are different, ask two or three native speakers to explain what they believe the difference is between these two words.

សុំ - សម្រាប់អ្នកជំនិយាយទៅរកអ្នកតូចដោយការអង្វរឬការគួរសម ។ ជាឧទាហរណ៍ ៖
អញសុំឲ្យឯងដោះស្រាយបញ្ហានេះ; រាជការសុំឲ្យអស់បណ្តាជនយកចិត្តទុកដាក់ខិតខំប្រឹងប្រែងធ្វើការនេះ
ឲ្យបានសម្រេចឆាប់ ។

ស្វែង - បញ្ចេញវាចាឬសម្តែងអាការៈចង់ឲ្យគេឲ្យអ្វីៗដែលខ្លួនចង់បាន ។ ពាក្យសម្រាប់ប្រើជាជំនួយ
តាមពាក្យក៏បាន ដោយសេចក្តីអង្វរ ឬដោយសេចក្តីគោរព ឬក៏ដោយសេចក្តីគួរសម ។ ជាឧទាហរណ៍៖
ស្វែងទាន ស្វែងប្រាក់ ស្វែងពរ ស្វែងព្រះរាជទាន...; ស្វែងទ្រង់...; ស្វែងទ្រង់មេត្តាប្រោស...; ស្វែងជ្រាប;
ស្វែងលោក...; ស្វែងអ្នក...; ស្វែងឱកាស !; ស្វែងកុំ...; ស្វែងឲ្យ



Writing

- E. Practice using the prohibitive particle កុំ by writing the following sentences in Cambodian on a separate sheet of paper. Not all of the sentences below will use the word កុំ. Check your answers with the answer key.
1. Don't sit there!
 2. Don't be discouraged.
 3. Don't go yet!
 4. We don't want you to lose the blessings of the priesthood in your life.
 5. Don't let yourself fall into temptation.
 6. Please don't smoke cigarettes anymore!
 7. Wait, not yet!
 8. The prophets have repeatedly told us: don't ignore promptings from the Spirit.
 9. We need to clean this kitchen, so as to not let germs spread.
 10. Whatever happens to you, don't give up your faith.
- F. Translate the following sentences. Pay attention to whether each request is personal or directed at someone else. Check your answers with the answer key.
1. Could you say the closing prayer?
 2. The bishopric asked me to speak about forgiveness.
 3. Could I call you back?
 4. Could we meet with you tonight, around 7:00?
 5. Would you read this verse?
 6. President asked us to prepare some training about the best ways to ask referrals from members.
 7. Would you tell her we say hi?
 8. Could I borrow your dictionary for a second?
 9. In order to give the blessing, we will put our hands on your head. Is that alright?
 10. Could I try it on first, before I buy it?
- G. Write down as many command particles as you can think of (ចូរ...ចុះ ទៅ មក ចុះ មើល etc.). Then write down next to each word you've written down, what its usage is. How is it different from other command particles? When is it used and in what contexts? What connotation does it give? Try and answer all of these questions as best as you can. Afterwards, ask a native about the meaning and usage of the words that you weren't as familiar with.

Companion



Speaking

- H. Practice requesting another person to do something by using the word ឲ្យ. Come up with ten requests to say to your companion that utilize the សូមឲ្យ...បានទេ combination. Then switch and have your companion practice making 10 requests to you.

For example: ខ្ញុំសូមឲ្យអ៊ីលឌើរអធិស្ឋានបានទេ ?

- I. Practice using commands with your companion by playing “Simon Says.” One of you will be Simon and will use various forms of commands to tell the other person to perform certain actions and movements. Try and come up with at least 10 commands. Then switch. Afterwards, discuss with each other which command particles, if any, would most likely be used by a missionary. Answer each other’s questions about the different words’ usages that came up as you did this activity.
- J. When you pray, you do not use the same words as you would in regular speech. This is true in both English and Cambodian. In English we use formal religious pronouns such as thou, thee, thy, and thine when we refer to God. We also conjugate our verbs differently for God in order to speak as respectfully as possible (“doest,” “wilt Thou,” “wantest,” etc.). Cambodian is similar. Different words are used when we pray than when we speak with our peers. For instance, the personal pronouns ក្លិន and ទ្វីលបង្គំ are used when praying in Cambodian, instead of just ខ្ញុំ or យើង. Many words will be preceded by the prefix ព្រះ or by words such as យ៉ាង or ទ្រង់. Regular words are swapped out for godly words (ព្រះបាទ instead of ដៃ or មានព្រះបន្ទូល instead of និយាយ). When referencing our own actions towards God, we also use different words (ទ្វីល instead of និយាយ or ប្រាប់ for instance, or ថ្វាយ instead of ឲ្យ). Practice teaching your companion for five minutes about the way we should speak when we pray, as if they were a new investigator.



Listening

- K. With your companion, ask five different native speakers about the proper way to សំពះ. Ask them to walk you through the different levels of respect for កាវសំពះ and which level would be appropriate to greet them with. Pay attention to the words they use to describe being respectful and write down what you learn about កាវសំពះ in your notebook. (See the appendix for more information.)
- L. Cambodians frequently use ផង at the end of requests, such as សូមជួយខ្ញុំផង. Listen for a native speaker to use ផង in this manner. Then ask him or her, or another native speaker, to try and explain to you why they used ផង in that sentence. Did it change the meaning at all? Write down what you learn in your notebook. If you can’t get a good answer out of the person, then write down why you think they used the word. Listen for this use of ផង more, and see if your conclusion holds true.



Writing

- M. With your companion, translate the following sentences that use the word “ask” onto a separate sheet of paper. Be aware of whether each sentence should use សួរ, សុំ, or សួរ. Check your answers.
 1. I asked the guard to fill the font.
 2. Cambodians often ask about lighting incense.
 3. “. . . ask God, the Eternal Father, in the name of Christ if the book is true.”
 4. Jesus Christ did everything God asked Him to do.
 5. Christ asked Heavenly Father if there were any other way.
 6. We need to ask him clearly, so that he understands the question.
 7. បងពិសី asked her husband for a priesthood blessing.
 8. Bishop asked me to speak on member missionary work.
 9. Ask her how much a kilo of pork is.
 10. “Ask and ye shall receive . . .”

- N. In Cambodian, there will often be many words for just one English word, due to the social registers inherent in the Cambodian language. For just one meaning, each social level may use an independent word, all of which express the exact same thing.

For example: “Respectful words preceding verbs of motion”

- i. អញ្ជើញ (used before verbs of motion for older/superior/respected individuals)
- ii. និមន្ត (used before verbs of motion for monks)
- iii. យាង (used before verbs of motion for royalty/deity)

Notice how there are multiple words for the same meaning because each word is used in a different social register. With your companion, brainstorm as many Cambodian words as you can think of (that are appropriate) for the following definitions. Discuss with your companion what context and social level each word is used in. Write down these contexts and situations next to each word.

1. To eat
2. To speak
3. To sleep/rest

Group



Speaking

- O. With your group, read the red box in the Cambodian *Preach My Gospel*, entitled ការអញ្ជើញដើម្បីទទួលបុណ្យជ្រមុជទឹក. Afterwards, practice extending the baptismal covenant to others by using the grammar concept “យល់ព្រម...ដែរឬទេ?” Partner with another companionship. One companionship will be the missionaries and one missionary from the other companionship will be an investigator. The missionaries will teach and testify for one minute about the doctrine of baptism and the importance of receiving baptism by proper authority. Then they will extend the baptismal commitment according to the steps outlined in the red box that you read with your group. Afterwards, evaluate how you did, and then switch roles with the other companionship.
- P. 19b. Pair up with another companionship in your group. In five minutes, teach about Christ's Atonement using words such as យាង and ទ្រង់ to precede Heavenly Father's or Jesus Christ's actions. Have the other companionship evaluate how you did afterwards and then switch and give them a chance to practice using the words យាង and ទ្រង់.
- Q. Imagine that your investigator និមល has just found out that her mother passed away. Pair up with another companionship and have one person pretend to be និមល. Practice expressing sympathy in Cambodian. Consider sharing something about the plan of salvation, or about families. Be sure not to use the phrase “sorry” (សូមទោស), as “sorry” is only used to admit something was your fault in Cambodian, not as a sympathetic phrase. After you have talked with និមល for a couple of minutes, have the other companionship evaluate your grammar usage as you taught and sympathized with និមល. Then switch.



Listening

- R. Using សូមឲ្យ...បានទេ is not the politest way to request someone to do something. While it is certainly appropriate in many circumstances, it can be condescending when speaking with older people, or people who deserve a lot of respect. When trying to make polite requests of other people, try សូមអញ្ជើញ with no បានទេ at the end. For example, consider the following two requests: ខ្ញុំសូមឲ្យលោកយាយចែកចាយសក្ខីភាពអំពីដង្ហាយឆ្នួនបានទេ? vs. ខ្ញុំសូមអញ្ជើញលោកយាយចែកចាយសក្ខីភាពអំពីដង្ហាយឆ្នួន ។ The second example given is usually seen to be a politest way of making a request. Invite a native speaker to come talk to your group about what they view is the best way to make requests of other people. Write down what you learn in your notebook. (Note: for personal requests, using សូម...បានទេ is perfectly fine, because you are asking permission for yourself, not condescendingly asking if somebody else can do something.)

- S. 19a-c. Discuss as a group what the proper language of a priesthood blessing is in Cambodian. Discuss which pronouns and verbs ought to be used in those circumstances. Think about what would be most appropriate, given that one giving a priesthood blessing is speaking for God. This activity is important for elders and sisters alike, as both need to know correct wording, so that all missionaries can support and help out priesthood holders and leaders in their areas. Consider reading the instructions for ordinations in the Cambodian Missionary Handbook with each other. Afterward have everyone go out and talk to a priesthood leader in their ward about what words they believe to be best when giving a blessing. Follow-up with everyone at a later time about what their priesthood leaders said about proper wording in a priesthood blessing. Write down everything that you learn in your notebook.

Ability

Examples

We cannot independently return to God.	យើងមិនអាចត្រឡប់ទៅជាប់នឹងព្រះដោយសមត្ថភាពខ្លួនឯងបានទេ ។
Without the Atonement of Jesus Christ we cannot be forgiven.	បើគ្មានដង្ហាយឆ្លងរបស់ព្រះយេស៊ូវគ្រីស្ទទេ យើងមិនអាចទទួលបាននូវការអភ័យទោសឡើយ ។
How did repentance affect Alma's ability to serve?	តើការប្រែចិត្តមានឥទ្ធិពលលើសមត្ថភាពនៃការបម្រើរបស់អាណម៉ាយ៉ាងដូចម្តេចខ្លះ ?
Maybe you could start by praying before you read.	ប្រហែលជាអ្នកអាចចាប់ផ្តើមដោយការអធិស្ឋានមុនពេលអ្នកអាន ។
We know you can do it.	យើងដឹងថាអ្នកអាចធ្វើវាបាន ។

Explanation

Expressing ability to do something is an important part of missionary work. You will find yourself using words like *can*, *can't*, *able to*, *capacity*, *ability*, and *more* as you help people to change and come closer to Christ. This section will help you to learn the various words and grammar forms necessary to accomplish this

Able To

This sub-section looks specifically at words that express “able to” in various ways.

Can (អាច...បាន)

The complementary word pair អាច...បាន is used to express the word “can” (able to) in Cambodian. Like most complementary word pairs, you will be the most clear and respectful when using both complements. However, either of the complements may be dropped in more casual or intimate settings. Cambodians particularly like to use បាន, sometimes even replacing អាច earlier in the sentence with បាន, especially when negating the “able to” verb. For example, you will often hear Cambodians say ខ្ញុំអត់បានទៅ, instead of ខ្ញុំមិនអាចទៅ.

Subject + អាច + verb phrase + បាន (most respectful form)

Subject + verb phrase + បាន (less formal)

Subject + អាច + verb phrase (less formal)

Examples

យើងទាំងអស់អាចមានសន្តិភាពតាមរយៈដង្ហាយឆ្លងនៃព្រះយេស៊ូវគ្រីស្ទ ។
We all can feel peace through the Atonement of Jesus Christ.

បងមិនអាចទទួលបានចម្លើយទាល់តែបងអានហើយអធិស្ឋាន ។
You can't receive an answer until you read and pray.

គាត់ចេះនិយាយហើយអានភាសាខ្មែរបាន ។
She can speak and read Cambodian.

ខ្ញុំមិនអាចទៅព្រះវិហារនៅថ្ងៃអាទិត្យនេះបានទេ ។
I can't go to church on Sunday.

បងអាចធ្វើវាបាន ។
You can do it.

20a

Other Words Expressing Ability

20b There are many other words used to express an ability for someone to do something or for something to happen.

Word	Use	Meaning
សមត្ថភាព	noun	capability, ability, qualification; the right or sufficient strength to achieve something
លទ្ធភាព	noun	the state of having the power to receive, acquire, or obtain; results/decisions; financial or temporal means
កើត	(adj/adv) (verb + កើត)	to be possible; to be able to; to succeed (same use as បាន)
(ទៅ)រួច	noun phrase + ទៅរួច	indicates the possibility of completing an action; to be able to

Examples

ព្រះអម្ចាស់ទ្រង់ផ្តល់សមត្ថភាពមកយើងដើម្បីយើងមានជោគជ័យ ។
The Lord enables us to succeed.

គាត់អត់មានលទ្ធភាពរកស៊ីចិញ្ចឹមគ្រួសារគាត់ ។
He isn't able to support his family.

អ្នកបង្រៀនមិនអាចបង្រៀនទៅរួច បើគ្មានព្រះវិញ្ញាណបរិសុទ្ធឡើយ ។
You won't be able to teach without the Spirit.

ផ្លូវនេះជិះកាត់អត់រួច ។
This road is impassable.

ពេលជិះកង់ តើអ្នកមានសមត្ថភាពជិះលឿនដូចដៃគូអ្នកដែរឬទេ ?
When riding your bike, can you keep up with your companion?

ខ្ញុំមានតែលទ្ធភាពបង់ថ្លៃផ្ទះប៉ុណ្ណោះ ។
I can only afford (have the ability) to pay my rent.

ខ្ញុំនិយាយអត់កើត ។
I can't speak.

Possibly and Maybe

Sometimes you may not know whether something is possible or able to happen. In these circumstances, you can express the possibility of something using the word ប្រហែល(ជា), meaning “maybe.”

20c

Subject + ប្រហែល(ជា) + verb phrase . . .

Examples

គាត់ប្រហែលជាមកជួយយើងថ្ងៃនេះ ។

He is possibly going to help us today.

ប្រហែលជាយើងត្រូវអធិស្ឋានសូមការណែនាំ ។

Maybe we need to pray for guidance.

ប្រហែលជាគាត់បានភ្លេច ។

It's possible that he forgot.

ប្រហែលជាភ្លៀងរាវរំពងពួកគាត់ ។

Perhaps the rain is keeping them.

ផ្ទះខ្ញុំប្រហែលនឹងត្រូវលិចទឹកយប់នេះ ។

Our house might flood tonight.

Remember

- The complementary word pair អាច . . . បាន is used to express the word “can” (able to) in Cambodian.
- Other verbs and adjectives can also be used to express ability or possibility.
- ប្រហែល(ជា), meaning “maybe,” is used to express uncertainty about an action, ability, or event.

Pattern Practice

បងប្រុស/បងស្រី <i>older brother/older sister</i>	អាច <i>can</i>	រស់នៅ <i>to live</i>	ក្នុងវត្តមានរបស់ព្រះវរបិតាសូរតិ <i>in Heavenly Father's presence</i>	បាន <i>can</i>	
តើ <i>question word</i>	អ៊ែលឌ័រ/ស៊ីស្ទ័រ <i>Elders/Sisters</i>	ស្វែងរក <i>to find</i>	ជាមួយក្រុមគ្រួសាររបស់បងប្រុស <i>with older brother's family</i>	ទេ ? <i>yes/no?</i>	
បាន <i>Can</i>	លោកគ្រូ/អ្នកគ្រូ <i>Teacher (M/F)</i>	(មិន/អត់) <i>(negative particle)</i>	ផុតពី <i>to be freed from</i>	(ដោយ) សេចក្តីសុខសាន្ត <i>(with/by means of) peace</i>	(ទេ) <i>(negative particle)</i>
អត់បាន <i>Cannot</i>		រៀន (ពី) <i>learn (from)</i>	សុភមង្គលក្នុងជីវិតនេះ <i>happiness in this life</i>	យ៉ាងម៉េចដែរ ? <i>how?</i>	
			ចំណងនៃសេចក្តីស្លាប់ <i>bonds of death</i>		
			អំពើបាបរបស់បងប្រុស <i>older brother's sins</i>		

Activities

Personal



Listening

- A. Listen in church for all of the examples of when អាច is used on its own and when បាន is used on its own. Make a chart in your language notebook with three columns, and label them “Both,” “Just អាច,” and “Just បាន.” Then write down all the examples that you hear in church. Notice which sentences and phrases tended to fall under which column.
- B. Cambodians use many words when talking about the ability to do something. One of those is ក្តីតិ. This is often used exactly where បាន would be used at the end of a phrase. Listen for native speakers to use this phrase. Listen for the context and try to determine if it is exactly the same as បាន or if its meaning is slightly different. If you are unsure, ask a native speaker what they think about this use of the word ក្តីតិ.



Reading

- C. Read 2 Nephi 27:17–18 and Joseph Smith–History 1:64–65. Look for the example of មិនអាច . . . បានទេ in these verses.
- D. Read Alma 42:21. How is the word ក្តីតិ used in this scripture? In your notebook, write down what you think about the usage of ក្តីតិ in this verse.
- E. Study “How to Begin Teaching” in chapter 10 of *Preach My Gospel*. In preparation for a first appointment with a new investigator, think about questions or phrases you might say to help you gain trust and set their expectations. Memorize bullet points 5, 6, and 7 from this section. Use them the next time you teach a new investigator.



Writing

- F. Practice using the អាច . . . បាន combination as you translate the following sentences on a separate sheet of paper. Check your answers in the back.
For example: We can go teach អ៊ីស៊ីដល់’s husband right now. យើងអាចទៅបង្រៀនប្តីអ៊ីស៊ីដល់ឥឡូវបាន ។
 1. I can do 50 push-ups.
 2. All people on this earth can enter the temple, if they are prepared and worthy.
 3. Can you take this to ពូសុវណ្ណ?
 4. I can teach a full lesson in Cambodian because of the gift of tongues.
 5. You can bear your testimony at the end.
 6. That’s okay, you all can come and visit my husband anytime.
 7. On your mission, you will be able to see the hand of the Lord.
 8. He can tie a tie by himself.
 9. We can only hope that one day his heart will be softened.
 10. We can help you lift those boxes into your cart.
- G. Translate the same sentences as Activity F, except this time negate all of the sentences by adding មិន . . . ទេ to អាច . . . បាន. Check your answers in the back.
For example: We can (not) go teach អ៊ីស៊ីដល់’s husband right now. យើងមិនអាចទៅបង្រៀនប្តីអ៊ីស៊ីដល់ឥឡូវបានទេ ។

- H. Translate these sentences from English to Cambodian. Use verbs of ability as you translate them. Check your answers in the answer key.

1. Can you pray?
2. Can you speak a little slower, please?
3. Can we come back and teach you again?
4. Can you play the piano?
5. Is Christ able to take away our sins?
6. I can't find the church.
7. Can we pick up ម៉ត្រង់ on our way to our next lesson?
8. Can you read Cambodian?
9. I'm so full, I can't take another bite.
10. Can you set the table?

Companion



Speaking

- I. Imagine that you are teaching a man a lesson about the law of chastity, a commandment that he has been struggling with recently. Talk to him how he can overcome this vice and be clean. Explain to him the steps that he must take in order to overcome this sin. Practice eliminating អាច while speaking about ability. Use only បាន. Your companion will play the man first. Then switch after five minutes of practicing teaching. Note: in Cambodian, if បាន is used on its own to talk about ability, the statement will usually be positive.
- J. Imagine that you are teaching a woman a lesson about the Word of Wisdom. She tells you that she doesn't think that she can follow it because every time she is tempted, she gives in immediately. Explain what things we cannot allow ourselves to do and what situations we cannot allow ourselves to be in if we wish to remain safe from temptation's power. Practice eliminating បាន while speaking about ability. Use only អាច. Your companion will play the woman first. Then switch after five minutes of practicing teaching. Note: in Cambodian, if អាច is used on its own to talk about ability, the statement will usually be negative.



Listening

- K. Occasionally, native speakers will switch the order of the word បាន while talking about ability. Typically, if used in coordination with អាច, បាន will be at the end of the sentence or phrase. However, sometimes when បាន is used by itself in a negative phrase, បាន will come at the beginning of the phrase or sentence which it is used in. For example: សូមទោសដែលខ្ញុំ បាន មិនអាចទៅរៀនបានទេ។ Listen for this usage of បាន in everyday conversation. Write down in your notebook five instances where you hear បាន used this way, and then practice using it on your own as well as when you speak with natives.



Reading

- L. Look over the former investigator records in your area book and choose two individuals. Read their records, and see which commitments they kept and which they did not keep. Discuss as a companionship why they may not have kept these commitments. Practice extending these commitments or others that you feel they need at this time, and make sure to focus on what you would say to help them overcome their concerns. If possible, try to contact these individuals and teach them, focusing on the commitments that you have practiced.

Group



Speaking

- M. Share about your talents with your district using អារិយធម៌ . . . ប្រាស. You may even want to demonstrate your talent in front of your district. Listen as the members of your district share one thing they consider to be a talent, and write it in your language notebook.
- N. អ៊ុំម៉ៅ invited you and your companion over for Family Home Evening and to eat dinner with them. អ៊ុំម៉ៅ and his wife love making food for the missionaries and love inviting the missionaries to try new foods that they have never had before. He begins to offer you food that you have been told by your mission president is unsafe to eat. Have one missionary take the role of អ៊ុំម៉ៅ and the other be the missionary. Practice responding to requests like this by politely explaining what missionaries can and cannot eat. After you are finished, switch roles and do it again.



Listening

- O. Some investigators you will teach may not know how to read, especially in more rural areas. This can be a sensitive issue that you will need to know about and work with. As a district, discuss ways that you would help someone who is unable to read gain a testimony of the Book of Mormon. Think of appropriate activities and commitments you could leave them. Using អារិយធម៌ and ប្រាស, practice a scenario where you are teaching a Cambodian person that cannot read. Begin by asking whether or not they are able to read Cambodian. Practice asking them in a way that won't make them feel embarrassed. Then share a short lesson and leave them with a commitment that they could do to increase their faith in Christ and gain a testimony of the Book of Mormon, even though they cannot read.

For: សម្រាប់ ដើម្បី ចំពោះ អោយ ជំនួស អស់

Examples

We know it must be difficult for you.	យើងដឹងថាវាមានការលំបាកចំពោះអ្នក ។
In the temple, members perform ordinances for those who have died.	នៅក្នុងព្រះវិហារបរិសុទ្ធ សមាជិកធ្វើពិធីការនានាជំនួសមនុស្សដែលបានស្លាប់ ។
When we fast, we should pray for specific purposes.	ពេលយើងតមអាហារ យើងគួរតែអធិស្ឋានសម្រាប់គោលបំណងជាក់លាក់ ។
We can be married for time and eternity.	យើងអាចរៀបអាពាហ៍ពិពាហ៍សម្រាប់ជីវិតនេះ និងភាពអស់កល្បជានិច្ច ។
Heavenly Father has prepared a plan for us.	ព្រះបិតាសូត្របានរៀបចំផែនការណ៍ ឲ្យយើង ។

Explanation

For is a preposition and a conjunction that is used in a variety of circumstances to mean many different things. As a result, there are many different Cambodian words that translate to for depending on the circumstance. This section covers the meanings and uses of each of the six most common words for for.

សម្រាប់ (generic)

21a

សម្រាប់ indicates something is dedicated to, has a purpose towards, or generically it means for something. សម្រាប់ is used as a conjunction and a preposition to connect one idea or group of ideas to another.

Examples

ខ្ញុំត្រូវតែរៀបចំសម្រាប់មេរៀននោះ ។
I need to prepare for that lesson.

សៀវភៅនេះគឺសម្រាប់វិវរណៈ ។
That book is for revelation.

កញ្ចប់នេះគឺសម្រាប់អ៊ែលឌឺរ៉ុស ។
That package is for Elder Ross.

ខ្ញុំបានទិញបាយឆាសម្រាប់អាហារពេលល្ងាច ។
I bought fried rice for dinner.

ខ្ញុំត្រូវការកុំព្យូទ័រសម្រាប់លំហាត់ទាំងអស់របស់ខ្ញុំ ។
I need a computer for all my homework.

Note: When listing items in Cambodian, “for” must be used before each item in the list. This is different than what you are used to in English. For example, in English you might say, “We thank thee for our families, the missionaries, and this food. In Cambodian you would need to say, “We thank thee for our families, for the missionaries, and for this food.”

ដើម្បី (in order to, so that, for the benefit)

21b

ដើម្បី means “in order to,” or “so that,” or sometimes “for the benefit of.” It follows the same grammar form of other prepositions and conjunctions in Cambodian. It occasionally replaces the word for in English, though often translates directly to the phrase in order to.

Examples

ព្រះគ្រីស្ទបានសុគតដើម្បីយើង ។
Christ died for us.

ខ្ញុំបម្រើដើម្បីមានបទពិសោធន៍ល្អ ។
I am serving for the good experience.

បងធ្វើអញ្ចឹងដើម្បីអ្វី ?
What are you doing that for?

យើងធ្វើការខ្លាំងដើម្បីមានជោគជ័យ ។
We work hard for our success.

ដើម្បីមានសុភមង្គល យើងត្រូវតែធ្វើតាមព្រះយេស៊ូវគ្រីស្ទ ។
For happiness, we must follow Jesus Christ.

ចំពោះ (towards, to)

21c

ចំពោះ means towards, or in the direction of. In English, for isn't commonly used to mean towards, but there are a couple of circumstances where ចំពោះ is the best possible translation. It is important to remember that ចំពោះ doesn't mean for, it means towards, but sometimes Cambodians use the word towards where we would use the word for in English.

Examples

ចំពោះខ្ញុំ ម្ហូបនេះឆ្ងាញ់ ។
For (towards) me, the food was delicious.

ពួកទូលបង្គំសូមអរព្រះគុណទ្រង់ចំពោះមេរៀនល្អ ។
We thank thee for a good lesson.

ខ្ញុំបានធ្វើម្ហូបនេះសម្រាប់ដៃគូរបស់ខ្ញុំ ។
I made this food for my companion.

សូមជូនចំពោះប្រធានបេសកកម្ម ។
Please send to (towards) the mission president.

ឲ្យ (for the benefit, to help)

ឲ្យ has a similar meaning to ដើម្បី. It is used as a translation of for when the meaning is for the benefit of, or as a favor to. In a similar way as ចំពោះ: the word ឲ្យ means for the benefit of and sometimes in English the word “for” means “for the benefit of,” and in those cases it is appropriate to use ឲ្យ.

Examples

ខ្ញុំបានធ្វើមីឆាឲ្យអ្នក ។
I made fried noodles for you.

ខ្ញុំនឹងអានខនេះឲ្យបងស្តាប់ ។
I will read this verse for you to listen to.

ខ្ញុំបង្រៀនគាត់ឲ្យយល់ ។
I teach him to help his understanding.

ព្រះគ្រីស្ទបានសុគតឲ្យយើង ។
Christ died for us.

ជំនួស (in the place of, proxy for)

ជំនួស means in the place of or for the benefit of. Occasionally, we use for to mean in place of, but ជំនួស can also mean instead of or in proxy of.

Examples

យើងអាចធ្វើពិធីការជំនួសដ៏ដូនតារបស់យើង ។
We can perform ordinances for our deceased ancestors.

ខ្ញុំនិយាយជំនួសដៃគូខ្ញុំ ។
I am speaking for my companion.

អ្នកអាចប្រើប្រេងជំនួសបីរ ។
You can use cooking oil in place of butter.

សូមប្រើសាច់ជ្រូកជំនួសសាច់មាន់ ។
Please use pork instead of chicken.

អស់ (for an amount of time, all of a given time)

អស់ is typically only used to replace “for” when it is referring to a duration of time. អស់ literally means all of. Instead of saying for five minutes, Cambodian expresses it as “all of” five minutes.

Examples

យើងបានបង្រៀនអស់កន្លះម៉ោង ។
We taught for half an hour.

យើងតមអស់ពីរពេល ឬអាចនិយាយថា អស់មួយថ្ងៃពេញ ។
We don't eat or drink for two meals, or, in other words, for one full day.

តើបងព្រមចូលរួមនៅព្រះវិហារជាមួយយើងអស់បីម៉ោងទេ ?
Will you attend church with us for three hours?

ត្រូវចំណាយពេល៦-៨ម៉ោងដើម្បីជិះឡានទៅបាត់ដំបង ។
It takes six to eight hours to get to Battambang.

យើងមកស្រុកខ្មែរអស់១៨ខែដើម្បីជួយមនុស្សដទៃមានសុភមង្គល ។
We come to Cambodia for 18 months to help others have happiness.

Activities

Personal



Speaking

- A. For one day, in each of your personal prayers try to use all six forms of the word “for.” If there are any phrases when you are unsure of which word is correct to use, then write it down and ask a native speaker.



Listening

- B. In fast and testimony meeting, listen for សម្រាប់ ឲ្យ ជំនួស ដើម្បី ចំពោះ and អស់. Write down some examples of each word in your language notebook as you hear them.



Reading

- C. Read the following scriptures in English, then decide what meaning of “for” is used in that scripture. Write the word next to the scripture, then check your answers in the Cambodian scriptures or with the answer key.
1. 3 Nephi 17:17
 2. 1 Nephi 15:34
 3. Alma 34:24
 4. 3 Nephi 18:23
 5. Romans 5:8
- D. Read Joshua 24:15. For whom is Joshua speaking in this verse? What word is used in place of “for” in this verse? Why is that word used? Ask a native speaker about the usage of the word ឯ, as it is used to refer to people. Write down what you learn about its usage.



Writing

- E. Write the correct meaning of “for” in Cambodian next to the following sentences (do not translate). If it doesn't use សម្រាប់ ឲ្យ ជំនួស ដើម្បី ចំពោះ or អស់, then write “none” next to the sentence. Check your answers.

For example: The Lord had a special purpose for Joseph Smith. ព្រះអម្ចាស់ទ្រង់បានមានគោលបំណងពិសេសសម្រាប់ យ៉ូសែប ស្មីធ ។

1. For us to trust in God, we must have faith.
2. Who is this Book of Mormon for?
3. We are missionaries for two years.
4. Mangos are good for you.
5. We are missionaries for The Church of Jesus Christ of Latter-day Saints.
6. “For behold, a marvelous work is about to come forth among the children of men.”
7. It was not easy for my family to understand why I changed religions.
8. My husband is selling at the market for me today; I was too tired to go.
9. In the summer I like to ride my bike for an hour each day.
10. Many people are searching for the truth.

- F. Translate the following sentences from English to Cambodian using the different meanings of for (សម្រាប់ ឲ្យ ជំនួស ដើម្បី ចំពោះ and អស់). Check your answers. Some sentences may have multiple right answers.

1. Jesus Christ died for us.
2. Missionaries study the scriptures every day for one hour.
3. For me, obeying the commandments is a sign of my love for God.
4. Joseph Smith prepared himself for four years to receive the Book of Mormon.
5. I am here for Elder Brown today.
6. At the age of 12, members can go to the temple and perform baptisms for the dead.
7. We thank Thee for the Book of Mormon.
8. Christ suffered the pains of justice for us so that we don't have to.
9. God often gives us trials for our own personal benefit.
10. I work long hours for my children's future.

Companion



Speaking

- G. Look at the teaching record for an investigator that is not progressing. Talk with your companion about the following questions. Practice using all the different forms of “for” during your discussion. Make sure that the focus of this activity is to talk with your companion about your investigator. Give feedback to your companion about using for.
1. What you can do for them (what you can teach)?
 2. What the Lord can do for them (what you can pray for)?
- H. Plan a lesson about prayer for your investigator. Plan to teach what prayer is, why we pray, how we pray, and when we pray. While preparing and teaching the lesson, use as many “for’s” as you can. Understanding the uses of “for” will help you to convey how prayer can be a blessing in your investigator’s life.



Listening

- I. Ask a native to explain to you when to use សម្រាប់ ឲ្យ ជំនួស ដើម្បី ចំពោះ and អស់ correctly. Take notes on how to use it correctly. Then write down one example for each sentence to help you remember them. Check your answers with a native.
- J. In your next daily and weekly planning sessions, follow the steps outlined in chapter 8 of *Preach My Gospel*. Conduct both of these planning sessions completely in Cambodian, and make sure that in both sessions you use all six forms of “for.”



Reading

- K. Read “Temples and Family History” from chapter 3 of *Preach My Gospel*. With your companion discuss why we do temple work. Then plan a lesson for your investigator or recent convert about the importance of preparing to go to the temple. Practice this lesson with your companion. In the lesson be sure to include the invitation for new members to meet with a member for an introduction to family history work and to the resources available to them. Provide them with a copy of family history materials. Explain to them what the materials are used for.



Writing

- L. Skim through lessons 4 and 5 of *Preach My Gospel* with your companion to make a list of all the commandments. Take turns writing a brief statement that explains the purpose of the commandment. Focus on using the meanings of “for.” Example: We pay fast offerings for the benefit of the less-fortunate.

Group



Speaking

- M. Spend a few minutes as a district expressing the things that you are thankful for. Recognize some of the things God has done for you. Share any miracles that you feel are appropriate. Share what you are thankful for in your district and your companionship. Use all of the forms of “for” as you are counting your blessings. Make sure that every person in the district gets an opportunity to share.
- N. Split into groups of four with one companionship acting as the missionaries and the other companionship will take the role of the investigators (ព្រះអង្គ and his wife វតីនា). You feel that your investigator ព្រះអង្គ does not really understand the importance of the Atonement after you taught about the plan of salvation last week. ព្រះអង្គ is the father of seven children, and he is very happy in his life. Help him to see what the Atonement has to offer him and how it has blessed your life. Use the word “for” as frequently as you can as you teach and testify about the Atonement.



Listening

- O. As a district make a list of people or things to pray for. This can include people who are expected to be baptized, a certain area or branch of your mission that needs help, and other various things. Try and use all six “for’s” as you discuss. Write the list down in your notebook. Throughout the week, in your personal and companionship prayers, pray for those people who you thought about as a district.



Reading

- P. Together as a district read Doctrine and Covenants 82:10. Afterwards, give each companionship time to identify an investigator who is struggling to keep a specific commitment or commandment. Instruct each of them to search the scriptures for specific blessings that their investigators will receive when they keep the commitment or commandment. Instruct each companionship to practice sharing their scripture and testimony of the promised blessings. Remind the missionaries to use “for” as many times as possible during this activity.

Preference and Indifference

Examples

In 1820, Joseph Smith desired to know which church was right.	នៅឆ្នាំ១៨២០ យ៉ូសែប ស្មីធ មានបំណងប្រាថ្នាចង់ដឹងថា តើសាសនាចក្រមួយណាត្រូវ ។
There is no other work . . . which brings greater satisfaction.	គ្មានកិច្ចការណាមួយ... ដែលអាចនាំមកនូវសេចក្តីសោមនស្សជាងកិច្ចការនេះ ។
Each person you teach must decide whether to accept the Book of Mormon as revelation from God.	មនុស្សម្នាក់ៗដែលអ្នកបង្រៀន ត្រូវសម្រេចចិត្ត បើសិនជាពួកគេទទួលយកព្រះគម្ពីរមរមនថាជាវិវរណៈមកពីព្រះឬទេ ។
Remember that people have agency to choose whether to accept your message.	ចូរចងចាំថា មនុស្សមានសិទ្ធិសេរីភាពដើម្បីធ្វើការប្រមទទួលឬមិនទទួលសារដំណឹង ។
We can either meet you at your house or the church.	ពួកខ្ញុំអាចជួបបងនៅផ្ទះបងក៏បាន ឬនៅព្រះវិហារក៏បាន ។

Explanation

A variety of circumstances will require you to express preference or indifference towards the things you do and interact with each day. It may be in insignificant interactions when expressing a preference towards how spicy you like your food, or a specific color of tie. You can also use this principle in lessons to explain that it doesn't matter where or when you pray, or that God cares about what we do on the Sabbath. This section will help you learn how to correctly navigate these situations that you will encounter.

Asking “Which”

ណា, meaning “which,” is the most common question word in Cambodian. Not only is it used in specifying questions like “which one,” “which elder,” “which bike,” etc., but it is also the fundamental question word that builds other question words such as who (which person), when (which time), and where (which place). ណា will always come directly after the noun it modifies. The word មួយ can also be added just before ណា when you are asking specifically “which one.”

22a

noun + ណា	
noun	noun + ណា
មួយ one	មួយណា which one
អ្នក person	អ្នកណា who/which person
ពេល time	ពេលណា when/which time
កន្លែង place	កន្លែងណា where/which place
ថ្ងៃ day	ថ្ងៃណា which day
ខ verse	ខណា which verse
អាគារ building	អាគារណា which building

22b

Subject + Verb + Object + ណា

Examples

តើបងចង់បានមួយណា ?

Which one do you want?

តើអ្នកចង់ជួបអ្នកណានៅម៉ោង៥ ?

Who do you want to meet at 5:00?

តើពួកខ្ញុំអាចមកសួរសុខទុក្ខនៅពេលណា ?

When can we come visit?

តើអាគារព្រះវិហារនៅណា ?

Where is the church building?

តើអ្នកថ្វាយបង្គំនៅថ្ងៃណា ?

Which day do you worship at church?

22c

Answering “Which” Questions

“Which” questions are usually answered by using demonstratives. For more on how to use demonstratives see section 29.

Expressing Indifference

Expressing indifference can be accomplished by using the word *also*, when it is paired with adjectives (e.g., also ok, also acceptable, also delicious, also an option). You can also express indifference, or inclusion, by using the word “whether” (e.g., whether male or female, whether rich or poor, whether exhausted or not). This section covers how to use both grammar forms.

ក៏បាន ក៏ដោយ ក៏ + Adjective

The term “also” can be placed directly after the noun or noun phrase to show indifference towards that person, place, thing, or idea.

22d

Noun phrase + បាន/ក៏ដោយ/ក៏ + adjective

Examples

កន្លែងណាក៏បាន ។

Any place is fine.

ការបង្រៀនអំពីការប្រែចិត្តក៏ល្អ ។

Teaching about repentance would be good too.

ក្រវ៉ាតកមួយណាក៏សង្ហាដូចគ្នា ។

Either tie looks handsome.

អ្នកអាចអធិស្ឋាននៅកន្លែងណាក៏បាន នៅផ្ទះក៏បាន នៅកន្លែងធ្វើការក៏បាន
នៅព្រះវិហារក៏បាន ឬនៅពេលជិះម៉ូតូក៏បានដែរ ។

You can pray anywhere, at home, at work, at church, or even on your moto.

ខ្ញុំព្រមធ្វើអ្វីក៏ដោយ ឲ្យតែវាជួយជីវិតខ្ញុំរីកចម្រើន ។

I'll do anything, as long as it helps improve my life.

ទោះបីជា...យ៉ាងណាក៏ដោយ

The second way to show indifference is by saying “Even though . . .” or “Although . . .” This can be done using the complementary phrase ទោះបីជា . . . យ៉ាងណាក៏ដោយ. This grammar form also could be translated to “whether,” “even if . . .,” “regardless,” or “it’s still true that . . .”

ទោះបីជា + phrase + យ៉ាងណាក៏ដោយ . . .

Examples

ខ្ញុំនឹងបន្តបង់ដង្ហាយមួយភាគក្នុងដប់ ទោះជាខ្ញុំអាចរកឃើញពរជ័យឬអត់ ។
I will keep paying tithing whether I can recognize its blessings or not.

ទោះបីជាអ្នកមកពីស្រុកអាមេរិចឬស្រុកខ្មែរយ៉ាងណាក៏ដោយ ដំណឹងល្អអាចជួយអ្នកបាន ។
Whether you are from America or Cambodian, the gospel can help you.

ទោះជាភ្លៀងឬអត់ គាត់តែងតែមកព្រះវិហារ ។
Rain or no rain, she always comes to church.

ការប្រែចិត្តតែងតែសំខាន់ ទោះជាអ្នកមានអាយុ១០ឬ១០០ឆ្នាំក៏ដោយ ។
Repentance is always important, whether you are 10 or 100 years old.

ទោះជាមានពេលឬអត់ អ្នកគួរតែហូបបាយបីដងនៅក្នុងមួយថ្ងៃ ។
Whether you have time to or not, you should eat three meals a day.

Indefinite Pronouns

Indefinite pronouns are pronouns that represent an ambiguous or indefinite noun (i.e., whoever, anyone, anything, something, etc.). In general, indefinite pronouns will include a pronoun accompanied with ណា and sometimes other modifiers. Below is a list of the most common indefinite pronouns you will encounter.

Person	Approximate Translation (some are interchangeable)
Person	
អស់អ្នកណា	whoever
អ្នកណាមួយ	someone
អ្នកទាំងឡាយណា	anyone
អ្នកទាំងអស់ណា	everyone
អ្នកណាទៀត	who else
អ្នកណាខ្លះ	some people
Thing	
អ្វីមួយ	something
អ្វីមួយណា	whichever thing (one thing)
អ្វីៗទាំងអស់	everything
អ្វីទាំងអស់ណា	anything
អ្វីខ្លះ	some things

Place	
កន្លែងណា	<i>wherever</i>
កន្លែងណាមួយ	<i>somewhere</i>
កន្លែងណាទាំងអស់	<i>everywhere</i>
កន្លែងទាំងអស់ណា	<i>anywhere</i>
កន្លែងណាខ្លះ	<i>some places</i>

Examples

អស់អ្នកណាដែលប្រែចិត្ត អាចទទួលការអត់ឱនទោស ។

Whoever repents, can be forgiven.

អ្នកណាមួយត្រូវតែជួយគាត់យល់ ។

Someone needs to help him understand.

មនុស្សទាំងអស់អាចអធិស្ឋានដល់ព្រះ ។

Anyone can pray to God.

មនុស្សទាំងអស់ត្រូវបានអញ្ជើញមកកាន់ព្រះគ្រីស្ទ ។

Everyone is invited to come unto Christ.

យើងនឹងបង្រៀនអស់អ្នកណាទៀតដែលចង់រៀន ។

We will teach *whoever else* wants to learn.

អ្នកខ្លះត្រូវការជំនួយច្រើនជាងអ្នកផ្សេងទៀត ។

Some people need more help than others.

តើយើងអាចធ្វើអ្វីមួយដើម្បីជួយអ្នក ?

Can we do *something* to help you?

ព្រះបិតាសព្វព្រះហឫទ័យ លើអ្វីៗទាំងអស់ដែលទាក់ទងនឹងអ្នក ។

Heavenly Father is interested in *everything* about you.

ខ្ញុំព្រមធ្វើអ្វីៗទាំងអស់ដែលនឹងជួយអ្នកទៅព្រះវិហារ ។

I will do *anything* to help you get to church.

បងអាចជួបខ្ញុំនៅកន្លែងណាដែលបងចង់ជួប ។

You can meet me *wherever* you want.

មានកន្លែងណាមួយនៅជិតនេះដែលអាចជួសជុលកង់ទេ?

Is there *somewhere* close I can fix a bike?

កន្លែងណាទាំងអស់ដែលអ្នកទៅ អ្នកអាចទទួលអារម្មណ៍ពីព្រះវិញ្ញាណ ។

Everywhere you go, you can feel the Spirit.

មានអ៊ីនធឺណិតស្ទើរតែគ្រប់កន្លែងណាទាំងអស់ ។

Internet is available nearly *everywhere*.

កន្លែងណាទាំងអស់ល្អជាងកន្លែងនេះ ។

Anywhere is better than here.

អាម៉ូនបានទៅកន្លែងទាំងអស់ណាដែលគាត់ចង់ប្រកាសដំណឹងល្អ ។

Ammon went *anywhere* he wanted to preach the gospel.

កន្លែងណាខ្លះអាចមានវត្តមាននៃព្រះវិញ្ញាណ ?

Which places can have the Spirit?

Remember

- ណា is the most commonly used question word, meaning “which.” It is used to ask about preference, as well as to create other question words.
- Demonstratives are used to respond to specifying questions.
- The words “also” and “whether” are used to express indifference to others.
- Indefinite pronouns are used to show uncertainty about a pronoun.

Pattern Practice

តើ (question)	យើង we	អធិស្ឋាន pray	ពេលណា ? when?	
	បងប្រុស older brother	(មិន/អត់) (negative particle)	ស្នាក់ to dwell	នៅណា ? where?
	យ៉ូសែប ស្មីធ Joseph Smith	ឃើញ to see	ព្រះ God	
	អ៊ែលឌើរ/ស៊ីស្ទើរ Elder/Sister	កាន់ to adhere to	សាសនា religion	មួយណា ? which one?
	លោកពូ younger uncle	សិក្សា to study	ជំពូក chapter	ណា ? which?
	អ្នកមីង younger aunt	ចូលចិត្ត to enjoy	ម្ហូប food	
		ស្រលាញ់ to love	ក្រុមគ្រួសារ family	ប៉ុន្មានណា ? how much?

Activities**Personal****Listening**

- A. Natives will often use the phrase ណាខ្លះ when asking questions that use ណា. Using ខ្លះ indicates that there are a few possible answers (Or in other words, not an unlimited number of answers, but also not only one specific answer. It is typically used to help the person you are asking to be willing to open up and give their thoughts without fear of answering incorrectly). For one day, write down all questions you hear that use ណាខ្លះ. Why do you think the speaker used ណាខ្លះ in that specific context instead of just ណា? Write down your thoughts in your notebook.

**Reading**

- B. Read the following verses in your Cambodian Book of Mormon. Each of the English translations of these verses uses the word “either” to express indifference between options. How is this meaning conveyed in Cambodian? Notice which words and phrases are used. Write down what you learn in your notebook.
1. Alma 23:1
 2. 2 Nephi 17:11
 3. Alma 11:7
 4. Helaman 1:31

- C. Read these verses that express indifference. Read the English verse first and try to determine in your head how the verse would be phrased in Cambodian. Then check yourself by reading the verses in Cambodian.

1. Alma 26:37
2. Ether 12:18
3. 3 Nephi 16:1–2
4. Alma 29:4
5. Ether 15:34



Writing

- D. Translate the following questions from English to Cambodian. Check your answers.

1. Which church is true?
2. Which street should we take?
3. Which MTC did you go to?
4. Which one do you want?
5. Which type of rice did you buy?
6. Which house is ឃុំថ្មី 's?
7. Which area did she serve in the longest?
8. Which provinces have branches of the Church?
9. Which one is better?
10. Which picture of the temple should we give to បងវិសាល?

- E. On a separate sheet of paper, translate the following sentences that indicate indifference. Check your answers.

1. Anyone, whether boy or girl, young or old, can come to sacrament meeting.
2. We will all be resurrected, no matter whether we were righteous or wicked.
3. Whether you are rich or poor, Christ loves you.
4. I will always go to church, whether I live 10 meters from the church or 10 kilometers.
5. Whether we're exhausted or full of energy, we should always take the time to pray at night.
6. Whether it is the Bible or the Book of Mormon, I always feel the Spirit when I read the scriptures.
7. Heavenly Father always wants us to pray to Him, whether we think that we are worthy or not.
8. I'll eat anything right now, whether it be fried rice or dried fish.

Companion



Speaking

- F. Have your companion pretend to be an investigator who is confused about when and where she can pray. She thinks that she can only pray if she is in the church building and it is Sunday. Practice explaining that prayer can be done anywhere. Use the concept of ក៏បាន as you explain this. Afterwards, evaluate how you did with your companion and then switch.

- G. Come up with sentences for the following words below. For each word, come up with one sentence that uses មួយណា and another one that uses ណាមួយ. Switch off with your companion for every word.

For example: បុរស តើបុរសមួយណាជាអ្នករៀនរបស់ពួកអ៊ែលឌើរ ? and គ្មានបុរសណាមួយដែលអាចប្រើប្រាស់ធាតុបានដោយភាពទុច្ចរិតនោះទេ ។

1. កង់
2. និកាយ
3. ផ្សារ
4. ផ្លូវ
5. ព្យាករ
6. អ្នកដឹកនាំ
7. ពិធីការ
8. យោបល់



Listening

- H. Between you and your companion, practice asking open-ended questions and then replying with indifferent responses. Use ក៏បាន (or ក៏ដោយ for questions that ask អ្វី) to make your answers indifferent. Have your companion ask you 10 different open-ended questions, respond to them, and then switch.

For example:

- i. តើយើងអាចជួបនៅកន្លែងណាបាន ? នៅកន្លែងណាក៏បាន
- ii. តើបងចង់ឲ្យណាគេជ្រមុជទឹកឲ្យបង ? ប្រធានក៏បាន ពូរិចិត្រក៏បាន

Group



Speaking

- I. Pair up with another companionship. One of the missionaries from the other companionship will pretend to be someone who has been struggling to give up smoking. With your companion talk about some things that the person can do to overcome temptation whenever they have the urge to smoke. Use ក៏បាន as you talk about these options. After you have taught for three or four minutes, evaluate and switch with the other companionship.
- J. A member of one companionship will pretend to be a person on the street. The other companionship will be the missionaries. The person being contacted is indifferent about being Buddhist or Christian. He or she doesn't yet see that the gospel of Jesus Christ is the only true way. He or she may say some variant of «សាសនាណាក៏ល្អដែរ . . .» and then use other phrases like ក៏បាន to show their indifference. Practice responding to this answer. Think about good, non-combative answers and responses that you could give in this very common contacting situation in order to help the person you are contacting feel a desire to find the truth. Try and keep the contact under three minutes. Afterwards, evaluate with the other companionship how you did and then re-practice. Switch roles after you have practiced twice.

Review: Expressing Desire, Need, Preference, Ability, Intention, or Purpose

This review will help you see how well you have learned the material in the previous sections. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function.

Asking About and Expressing Desire, Need, Preference, Ability, Intention, or Purpose

- Need/Should
- Requests and Commands
- Can, able to
- For

Activities

Personal



Speaking

- A. Looking at your planner for the day, browse through each activity you have planned to do and identify what the purpose of that activity is and how it will help achieve that purpose. Think out loud to yourself in Cambodian as you do so.



Listening

- B. Listen in sacrament meeting to what the speakers intend to teach about the doctrine and what they desire the congregation to do. Use ឲ្យ to write a sentence or two about what the speaker wants members to do. For example: The speaker wants us to have faith. អ្នកឡើងនិយាយចង់ឲ្យយើងមានសេចក្តីជំនឿ ។



Reading

- C. Read the sixth bullet point under “How to Begin Teaching” in chapter 10 of *Preach My Gospel*. Memorize this point and use it in your next lesson with a new investigator to help them understand how they are able to learn about the gospel.
- D. Read the sacrament prayers in Doctrine and Covenants 20:77, 79 and think about the way ឲ្យ is used. Write down your testimony or a special experience about the sacrament. Make a goal to pay more attention to the sacrament prayers while you take the sacrament.



Writing

- E. Write the correct meaning of “for” in Cambodian next to the following sentences (do not translate the whole sentence). If a sentence doesn't use សម្រាប់ ឲ្យ ជំនួស ដើម្បី ចំពោះ or អស់, then write “none” next to that sentence. Check your answers.

For example: The Lord had a special purpose for Joseph Smith. ព្រះអម្ចាស់ទ្រង់បានមានគោលបំណងពិសេសសម្រាប់ យ៉ូស៊ែប ស្មីធ ។

1. My sister is selling at the market for me today; I was too sick to go.
2. Who is this Bible for?
3. Tobacco is bad for you.
4. In the rainy season I like to ride my bike for an hour each day.
5. We are missionaries for The Church of Jesus Christ of Latter-day Saints.
6. “For behold, a marvelous work is about to come forth among the children of men.”
7. We are missionaries for 18 months.
8. It was not easy for my husband to understand why I changed religions.
9. For us to fully repent, we must be fully determined to stop committing that sin.
10. Many people are searching for ways to help their ancestors.

- F. Translate the following sentence from English to Cambodian. Check your answers.

1. Give your tithing envelope to the Bishop.
2. Use your personal study to find answers for your investigators.
3. God will provide a way for you to be able to be baptized.
4. Heavenly Father gives us a lot of opportunities to repent.
5. Remember to read your scriptures today.
6. The Word of Wisdom teaches us that we should not drink alcohol, coffee, or tea.
7. Look for the best in all of the people you meet.
8. You can receive revelation for yourself through the Holy Ghost.

Companion



Speaking

- G. Use commands, requests, “able to,” “for,” and ឲ្យ to discuss the things one must do to live the law of chastity. Be specific with what kinds of things one can and cannot do in order to live this commandment. Use scriptures and other resources such as *Preach My Gospel* to help you discuss. Receive feedback from your companion and think of ways to apply this to a specific investigator.
- H. Set up an appointment with an inactive member in your area. During the appointment, ask specific questions to help you understand their needs and why he or she is not coming to church. Using requests, commands, “can”/“able to”, for, and ឲ្យ, teach about how the gospel and going to church will help his or her life improve. Promise specific blessings to this member and receive feedback from your companion.



Listening

- I. In your next weekly planning session, go over each of your investigators and discuss what their needs are, what commitments they need to live, and what you and your companion must do to help them. Give your companion feedback on how he or she used the grammar principles in this section.

- J. Ask an inactive member in your area about their conversion, specifically what challenges were hardest for them to overcome and how they overcame them. As you ask these questions, make sure to use the grammar principles in this function and listen carefully to the member's response.



Reading

- K. Read Joseph Smith–History 1:8, 13–16. Summarize in your own words the needs and desires of Joseph Smith in this passage. Reflect with your companion on how this passage is meaningful for you.



Writing

- L. Write a letter to encourage one of your investigators or recent converts who may be struggling. Express your desire for them to do what is right and help them see how they are able to overcome any obstacles he or she may be facing. Leave a commitment with them to keep striving to keep the commandments.

Group



Speaking

- M. As a district, make a list of some concerns that are frequently given when extending commitments that are hard for investigators to live. Discuss what a person must do in order to live a commitment. Afterwards, have each missionary practice teaching a particular principle with a commitment, then resolve concerns and promise specific blessings that come from the commitment.
- N. As a district, make a list of names and needs of people you would like to pray for. Have each companionship share at least one name and the need they have.



Listening

- O. As a district, make a list of goals you would like everyone to achieve. Example: មុនខែក្រោយយើងចង់ស្គាល់ឈ្មោះគ្រប់សមាជិកទាំងអស់ក្នុងសាខារបស់យើង ។



Writing

- P. Use “can/able to,” ឲ្យ, and “for” to write your testimonies in a Book of Mormon or on a pamphlet, and make a goal to give it out before the next meeting.

Narrating Experiences and Telling Stories

Purpose

This function will help you talk about events and stories in the past, present, and future; for example, what happened to Joseph Smith when he prayed or what you are currently doing as a missionary. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- She felt good inside **when** we testified about the First Vision. (When)
- The Nephites **felt** the Spirit while Christ **was praying** for them. (Indicating Past, Present, and Future)
- **Before** we teach him, let's review our lesson plan, then **after** the lesson we can evaluate. (Time Sequence)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- "The Savior's Earthly Ministry" (What did Christ do while on the earth?)
- "The Great Apostasy" (What happened during the Great Apostasy? What caused it to happen?)
- "The Restoration of the Gospel of Jesus Christ through Joseph Smith" (How was Joseph Smith called as a prophet? What did God ask him to do?)
- "The Book of Mormon: Another Testament of Jesus Christ" (How did we come to have the Book of Mormon?)
- "Pre-Earth Life: God's Purpose and Plan for Us" (What happened before we came to earth?)
- "The Creation" (How was the world created? How were we created?)
- "Agency and the Fall of Adam and Eve" (What did God command Adam and Eve to do? Why did they fall? What happened as a result?)

Tasks from the *Missionary Vocabulary and Phrases Book*

- "Follow Up on Commitments" (Did they keep the commitment? Why or why not?)
- "Share an Experience" (What has happened in your life to help you know the truth?)
- "Offer a Prayer" (How did you see God's hand in the work today? What blessings are you grateful for?)

When

Examples

When does he usually come home?	តាមធម្មតា គាត់ត្រឡប់មកផ្ទះវិញនៅពេលណា ?
They can feel the Spirit when they hear your testimony.	ពួកគេអាចមានអារម្មណ៍ពីព្រះវិញ្ញាណនៅពេលពួកគេស្តាប់ទីបន្ទាល់របស់អ្នក ។
When I was twelve years old . . .	កាលពីខ្ញុំមានអាយុដប់ពីរឆ្នាំ . . . ។
When people reject the prophets' teachings, it's called an apostasy.	ពេលប្រជាជនបដិសេធន៍ការបង្រៀនរបស់ព្យាករី វាត្រូវបានហៅថាការក្អក់សាសនា ។
When the apostles were killed, the priesthood authority was lost.	កាលពួកសាវ័កត្រូវបានសម្លាប់ សិទ្ធិអំណាចបព្វជ័តភាពបានបាត់បង់ ។

Explanation

Making the most of every day will take exceptional planning and time management. You will need to be able to set up appointments and talk about schedules in almost every interaction that you have. This section will provide you with the proper vocabulary and grammar to feel comfortable talking about time and expressing when things will happen. Sections 24, 25, 32, and 35 also deal with expressions relating to time and may be helpful to learn in conjunction with the material in this section.

Time Vocabulary

Cambodian uses many words that all mean *time* or *when*. Below is a list of the most common terms and phrases. Each has a unique use for specific contexts. Study the table and examples below to understand how each term is used.

Word	Use	Meaning
ពេលវេលា	noun	time
វេលា	noun	time
ពេល	noun	time
រយៈពេល	noun	duration of time/period of time
ពេលណា	adverb	whenever (when?)
ពេលដែល	adverb	when
អង្គាល់	adverb	when (present or future)
ពីអង្គាល់	adverb	when (past)
អង្គាល់ណា	adverb	whenever (when?)
អង្គាល់ដែល	adverb	when
កាល	adverb	when (past)
កាលណា	adverb	whenever (when?)
កាលដែល	adverb	when

Examples

យើងនឹងមានពេលវេលាជួបគាត់ថ្ងៃនេះ ។ <i>We will have enough time to meet him today.</i>
ខ្ញុំអត់មានពេលទេ ។ <i>I don't have time.</i>
រយៈពេល២ឆ្នាំ ខ្ញុំនឹងបង្រៀននៅស្រុកខ្មែរ ។ <i>For two years, I will be teaching in Cambodia.</i>
ពេលណាខ្ញុំទទួលបានចម្លើយ នោះខ្ញុំនឹងទទួលបុណ្យជ្រមុជទឹក ។ <i>Whenever I receive an answer, then I will get baptized.</i>
ពេលដែលគាត់បង្រៀន ខ្ញុំទទួលសេចក្តីសុខសាន្តបានច្រើន ។ <i>When he teaches, I feel so much peace.</i>
ខ្ញុំអត់ដឹងថាព្រះគ្រីស្ទទ្រង់នឹងយាងមកវិញម្តងទៀតអង្គាល់ណា ។ <i>I don't know when Christ will come again.</i>
គាត់នឹងផ្លាស់ប្តូរកាលណាគាត់បានរៀបចំខ្លួនហើយ ។ <i>He will change whenever he is ready.</i>
បងបានមកទ្រង់ប្រជុំកាលណា? <i>When did you come to Long Beach?</i>
គាត់មានប្រាប់បងថាគាត់ទូរស័ព្ទមកពេលណា ? <i>Did he tell you when he would call?</i>
ទ្រង់សប្បាយនៅពេលណាដែលយើងធ្វើតាមទ្រង់ ។ <i>He is happy whenever we follow Him.</i>
ពួកខ្ញុំគួរតែអញ្ជើញគាត់ទៅព្រះវិហារនៅពេលណា ? <i>When should we invite him to church?</i>
គាត់អាចជួបយើងអង្គាល់ណា ? <i>When can he meet us?</i>
ខ្ញុំចូលចិត្តចែកចាយសក្ខីភាពខ្ញុំនៅពេលយើងបង្រៀនមេរៀន ។ <i>I like to share my testimony during the lesson.</i>

23b With so many terms that can be used to express essentially the same thing, it can be difficult to know what word to use in each situation. Commonly the most confused time words are deciding when to use ពេល versus កាល as well as ពេលណា versus ពេលដែល (similarly កាលណា versus កាលដែល). The tables below show some general guidelines on when to use one over the other.

Compare	
ពេល	កាល
<ul style="list-style-type: none"> • A shortened form of the word ពេលវេលា • The most commonly used time word • Can be used to refer to past, present, or future 	<ul style="list-style-type: none"> • More commonly used in provinces • Typically used to refer to times and events in the past. This means that it is often used when telling stories or sharing experiences.

Compare**ពេលណា**

- Used to indicate a “when” question
- Used in a statement when the timing of an event is uncertain or unimportant

ពេលដែល

- Used to mean “when” in a statement
- Refers to a specific time or instance

Questions Related to Time

There are two types of *when* questions: *when*, and even more specifically, *what time*. This section will discuss general *when* questions. For *what time* questions see section 35a.

Asking When

Like other question words, you do not change the general structure of your sentence to ask a *when* question. In other words, *when* should appear in your sentence directly after the verb it is asking about, as opposed to at the start of your sentence (like in English).

23c

Question particle + subject + verb + នៅ + when?

Examples

Question Particle	Subject	Verb	When?
តើ	គាត់	ជួបយើង	នៅពេលណា ?
<i>When will he meet us?</i>			
តើ	អ៊ីលឌើរ	មកស្រុកខ្មែរ	កាលណា ?
<i>When did you come to Cambodia?</i>			
តើ	បញ្ហានេះ	បានដោះស្រាយ	ពីអង្គាល់ ?
<i>When was this problem resolved?</i>			

Responding to When Questions

23d

To respond to a *when* question, you simply replace the word *when* with the desired information in the sentence. The examples below are answers to the questions in the examples above. For a list of common time terms used when answering *when* questions, see section 35.

Examples

គាត់ជួបយើងនៅម៉ោង៥ ។ <i>He is meeting us at 5:00.</i>
ខ្ញុំបានមកស្រុកខ្មែរជិត២ឆ្នាំហើយ ។ <i>I have been in Cambodia for almost two years.</i>
បញ្ហានេះបានដោះស្រាយកាលខ្ញុំប្រែចិត្ត ។ <i>This problem was resolved when I repented.</i>

Remember

- There are many ways to talk about time in Cambodian.
- Asking a *when* question follows the same grammar as other ណា questions.
- Pay careful attention to the difference between ពេល and កាល, and the difference between ពេលណា and ពេលដែល (កាលណា and កាលដែល).

Activities

Personal



Speaking

- A. Practice asking to meet for a return appointment out loud. Think about how you could best form a question which uses the word “when.” Practice asking your “when” question in five different ways.
- B. Think about one of the lessons that you will be teaching today. Brainstorm all of the “when” questions that you think may be asked in that lesson by the person whom you are teaching. For example, if you are teaching about the Restoration of the gospel, some “when” questions might be “When was Joseph Smith alive?” or “When is church?” or “When can I pray?” Practice asking yourself those questions out loud and responding to them. Craft your responses to be simple and concise.



Listening

- C. List as many different ways as you can think of to ask “when” in Cambodian in a wordbook or in your planner. Throughout one week, keep a tally of how many times you hear a native use each form of the question. At the end of the week, see which forms of the question people used the most. The way people ask “when” will sometimes vary depending on what part of Cambodia you are in. Repeat this activity in every area you serve in to help you get a grasp on the local vernacular. Record your findings in your notebook.



Reading

- D. Read the following verses that contain “when” in your Cambodian scriptures. Identify what word or phrase is used in each verse to communicate the idea of “when.”
 1. 3 Nephi 26:1
 2. 1 Corinthians 13:11
 3. Ether 3:6
 4. Helaman 13:1
 5. 3 Nephi 17:18
 6. Alma 32:28
 7. 1 John 5:2
 8. Doctrine and Covenants 9:7
 9. Alma 5:20
 10. Hebrews 11:17
- E. Read 3 Nephi 13:2–7, 16–17. Notice the usage of គាលណ្ឌ. Why was it used in this passage? What is the difference in connotation between using គាលណ្ឌ and គាលដៃល? Try and answer these questions to the best of your ability. Ask a native if you are unsure about its usage.

**Writing**

F. Translate the following sentences. Answers will vary, but a possible translation for each sentence will be provided in the answers section.

1. God will allow us to find Him when we sincerely seek Him.
2. When we succeed, we need to be humble.
3. His mom started bringing him to church right when he turned five years old.
4. When we feel hopeless inside we need to pray even more.
5. Last week when we visited មីងលាភី, we realized that her faith was declining.
6. When the missionaries talked about eternal families, I felt warmth in my heart.
7. Whenever we pray, God will hear us.
8. "You can feel certain that the Lord is pleased when you feel the Spirit working through you."

G. Translate the following questions on a separate sheet of paper. Only use អង្គាល់(ណា) and ពីអង្គាល់ to do so. Check your answers.

1. When did you get to Kampong Thom?
2. When will you arrive?
3. When do we eat rice?
4. When did you switch companions?
5. When were you baptized?
6. When do you harvest the rice?
7. When are you free?
8. When did she go?

H. Write in your journal in Cambodian about how you feel as you do certain spiritual habits (reading your scriptures, going to church, obeying certain commandments, etc.). Use either ពេលណា or កាលណា to do so. Write down 10 sentences in your journal that use this concept.

For example:

- ពេលណាខ្ញុំអានក្នុងព្រះគម្ពីរមរមន ខ្ញុំមានអារម្មណ៍ថាវាជាការពិត ។
- កាលណាខ្ញុំអធិស្ឋាន ខ្ញុំមានអារម្មណ៍ថាព្រះទ្រង់កំពុងតែស្តាប់ពីអារម្មណ៍ និងកង្វល់របស់ខ្ញុំ ។

Companion**Speaking**

- I. Use "when" questions to quiz each other over your investigators' baptismal dates. Make sure you know what date each investigator is working towards. For those investigators who do not yet have dates, discuss in Cambodian about when they should prepare to be baptized.
- J. Using the word កាល, tell your companion about an experience from your youth that has had a great influence on you. Have your companion give you any necessary feedback on your use of កាល and then switch.



Listening

- K. With your companion, practice speaking on the phone. Your companion will pretend to be a referral given to you by a member. Use “when” questions to try and schedule an appointment to meet them. Once you are finished with the practice phone call, switch with your companion and pretend to be another member referral. Continue to switch back and forth until each of you has had three opportunities to practice scheduling an appointment with a referral.
- L. Watch the “Finding Faith in Christ” video (20 min) in Cambodian. Write down all the “when” questions you hear on a piece of paper. Highlight the questions that were asked in ways that you’ve never heard before. Practice asking out loud all the questions you wrote down.

Group



Speaking

- M. Pair up with another companionship. Have one of them play an investigator who asks you what Christ did when He was on the earth. With your companion, teach about 10 things that Christ did on the earth. Use different forms of “when” as you do so. Teach for three to four minutes and then switch with the other companionship.

For example: កាលព្រះយេស៊ូវនៅលើផែនដី ទ្រង់ព្យាបាលមនុស្សឃ្លង់ ។

- N. Often you will use follow-up questions to gain greater insights into an investigator’s needs or level of understanding. For example, you may recite the First Vision, and then ask a question following up on that like, “How did you feel when you listened to Joseph’s words?” Maybe you extended a commitment last time to keep the Word of Wisdom. A follow-up question you might ask the next time you teach that person would be, “How have you felt inside as you have kept this commandment?” Pair up with another companionship in order to practice asking follow-up questions in Cambodian. Use a form of “when” in each follow-up question that you ask. Practice on another companionship for four to five minutes, then switch.



Listening

- O. Have a native speaker talk to your group about the differences in usage between the different forms of “when” questions, such as the difference between ពេល and កាល and the difference between ពេលដែល and ពេលណា, to name a couple. Have the native speaker explain to you how he or she uses these different forms and in what situations each form would be most appropriate to use. Write down what you learn in your notebook.

Indicating Past, Present, and Future

Examples

Jesus Christ called apostles.	ព្រះយេស៊ូវគ្រីស្ទបានហៅពួកសាវ័ក ។
In this verse the prophet is teaching the people.	ក្នុងខនេះ ព្យាករិកំពុងបង្រៀនដល់ប្រជាជន ។
After we are resurrected, we will be judged.	បន្ទាប់ពីយើងរស់ឡើងវិញ យើងនឹងទទួលការជំនុំជំរះ ។
Through Joseph Smith, God restored His gospel.	តាមរយៈយ៉ូសែប ស្មីធ ព្រះបានស្តារដំណឹងល្អរបស់ទ្រង់ឡើងវិញ ។
When we die, we will go to the spirit world.	នៅពេលដែលយើងស្លាប់ យើងនឹងទៅពិភពវិញ្ញាណ ។

Explanation

Tense indicators are used before a verb to help indicate when the action is happening. Cambodian uses very few tenses in comparison to English. Typically, after context is established and if the timeline is clear, all tense indicators can be dropped. In Cambodian, there are three basic tenses, past, present, and future.

Past Tense – (បាន)

24a បាន is the past tense indicator. Place it directly in front of a verb to make that verb past tense.

Examples

ខ្ញុំបាននិយាយថាខ្ញុំស្រលាញ់ស្រុកខ្មែរ ។
I said that I love Cambodia.

ព្រះគ្រីស្ទបានសុគតលើឈើឆ្កាំង ។
Christ died on a cross.

គាត់បានចែកចាយសក្ខីភាពរបស់គាត់ ។
She shared her testimony.

ម្សិលមិញ ពួកខ្ញុំបានទៅផ្ទះលោកពូ ។
Yesterday, we came to your house.

ខ្ញុំបានមានបំណងចង់ទៅឃើញព្រះបរមរាជវាំងនៅថ្ងៃស្អែក ។
I wanted to see the royal palace tomorrow.

In the fourth example, because the context is clearly established by the word ម្សិលមិញ, បាន does not need to be placed before the verb. It is a matter of preference to include it or omit it.

To Have Ever

The word ធ្លាប់ is a special way of speaking about past tense, which means “to have ever.” In this section you will learn how to use the verb ធ្លាប់ in order to ask someone if they have ever done something before and how to respond using the same verb. A negative response to a “have you ever” question does not typically use មិនធ្លាប់ but instead uses មិនដែល. For example, “I have never lived in Cambodia” would typically translate to ខ្ញុំមិនដែលរស់នៅស្រុកខ្មែរ. You can still choose to use បាន before the verb in “to have ever” phrases, but it is not necessary because “to have ever” implies that the action has happened in the past.

24b

Subject + ធ្លាប់ + Verb + Object

Examples

តើបងធ្លាប់រៀនអំពីព្រះយេស៊ូវគ្រីស្ទ ?

Have you ever learned about Jesus Christ?

តើអ្នកមិនធ្លាប់ទទួលសន្តិភាព ហើយការល្ងង់លោមពីដំណឹងល្អនៃព្រះយេស៊ូវគ្រីស្ទ ?

Have you ever felt great peace and comfort from the gospel of Jesus Christ?

ខ្ញុំមិនដែលបានទៅខេត្តរតនគិរី ។

I have never been to Rotanakiri.

ខ្ញុំមិនដែលឈឺក្នុងបេសកកម្មខ្ញុំ ។

I have never been sick on my mission.

ខ្ញុំធ្លាប់បានហូបចេកចៀន វាពិតជាមានរសជាតិឆ្ងាញ់ណាស់ ។

I have tried fried bananas, they truly are delicious.

24c

Note: When asking “have you ever” you can also use the word ដែល, since it has the same meaning as ធ្លាប់. For example, it would be equally acceptable to change the first example to “តើបងដែលរៀនអំពីព្រះយេស៊ូវគ្រីស្ទ?” The meaning would be the same.

24d

Present Tense – “In the process of” – (កំពុងតែ)

កំពុងតែ means “in the process of.” It is placed directly in front of a verb to indicate that the verb is happening in that moment. You will see it used in translations for verbs ending in “-ing,” although not all “-ing” words are necessarily verbs in the present tense (see “Gerunds,” section 7a). Sometimes you can use the word ពេលដែល (when) or the word ឥឡូវ (now) to indicate present tense as well.

Examples

លោកយ៉ូសែប ស្មីធ បានលត់ជង្គង់ពេលដែលគាត់កំពុងអធិស្ឋាន ។

Joseph Smith knelt while he was praying.

ខ្ញុំកំពុងតែអានព្រះគម្ពីរមរមន ។

I am reading the Book of Mormon.

គាត់មកឥឡូវហើយ ។

She is on her way.

គាត់កំពុងតែរៀបចំទៅព្រះវិហារបរិសុទ្ធ ។

She is preparing to go to the temple.

គាត់កំពុងនិយាយអំពីសេចក្តីជំនឿ ។

He is talking about faith.

Future Tense – “Will” – (នឹង)

24e នឹង indicates the future tense. It is placed directly before a verb that is happening in the future. The future tense indicator នឹង is spelled exactly like the word នឹង meaning “with,” though the words នឹង meaning “and,” and the word ប៉ុន្តែ meaning “this” are spelled slightly differently.

Examples

ខ្ញុំនឹងបម្រើនៅទីនេះយ៉ាងហោចណាស់អស់មួយខែកន្លះដែរ ។
I **will** serve here for at least a month and a half.

អ្នកនឹងទទួលបានចម្លើយបើអ្នកអធិស្ឋាន ។
You **will** receive answers if you pray.

ព្រះយេស៊ូវគ្រីស្ទនឹងយាងមកវិញម្តងទៀត ។
Jesus Christ **will** come again.

តើគាត់នឹងផ្លាស់ប្តូរ ?
Is he **going to** change?

ខ្ញុំដឹងថាព្រះអម្ចាស់នឹងការពារខ្ញុំ ។
I know that the Lord **will** protect me.

Will Never and Will Ever

24f Expressing “never” and “ever” in the future tense uses different vocabulary in Cambodian. ធ្លាប់ and មិនដែល cannot be used in the future tense; instead, prepositions of time and strong negative particles are used to convey the meaning of “will ever” or “will never.”

Examples

ព្រះអង្គអត់បោះបង់ចោលកូនចៅទ្រង់នោះទេ ។
God **will never** abandon His children.

នៅថ្ងៃណាមួយ តើអ្នកនឹងមកស្រុកខ្មែរវិញ ?
Will **you ever** come back to Cambodia?

តើខ្ញុំនឹងអាចចេះភាសានេះនៅពេលអនាគត ?
Will I **ever** learn this language?

ខ្ញុំនឹងមិនបង្ខំបងឲ្យរៀនឬប្រែចិត្តឡើយ ។
I **will never** force you to learn or repent.

បើគាត់អត់មានជំនួយពីព្រះអម្ចាស់ គាត់នឹងអត់ផ្លាស់ប្តូរសោះ ។
He **will never** change without help from the Lord.

Remember

- Past, present, and future tense indicators are placed directly before a verb.
- When the context is established, it is acceptable to not use any tense indicators.
- Expressing the verb “to have ever” is done by using the verbs ធ្លាប់ and មិនដែល.
- ធ្លាប់ and មិនដែល cannot be used when expressing “will never” or “will ever” in the future.

Activities

Personal



Speaking

- A. Review your planner for the week. Say out loud the events that have happened in the last few days using past tense, what is happening today using present tense, and what is going to happen in the next few days using the future tense.
- B. Translate these sentences that you might say in a lesson about the gospel of Jesus Christ. Determine whether a tense indicator is needed. Say each sentence out loud as you translate it. Check your answers.
 1. Heavenly Father will forgive us if we sincerely repent.
 2. Jesus Christ performed the Atonement to save us from sin.
 3. How are you feeling right now?
 4. Once you have received baptism, then you will be prepared to receive the gift of the Holy Ghost.
 5. Covenants are sacred promises that we make with God.
 6. Before, you chose not to obey God, but now you are following His commandments.
 7. I would like to share a story from the Book of Mormon with you.
 8. I know that God will help you endure to the end because you are trying to obey His gospel.
 9. Faith in Jesus Christ means that we trust Him and what He has said.
 10. I know that Heavenly Father and Jesus Christ love you.
 11. I know that what my companion shared is true.
 12. You can follow the example of Jesus Christ by being baptized.
 13. Believing in Christ leads us to repent.



Listening

- C. In one day, write down in a notebook five instances where a native didn't use a tense indicator where you would have used one in English. Examine the context of the sentence. Write down what you have learned about contexts where Cambodians typically drop tense indicators.



Reading

- D. Read the following sentences and decide what tense each sentence is in. Write down next to each sentence what tense it is written in. Check your answers

For example: តើអ្នកបានអានព្រះគម្ពីរមរមនទេ? -- អតីតកាល

1. ខ្ញុំទើបតែបានបញ្ចប់ការអធិស្ឋានរបស់ខ្ញុំ ។
2. ខ្ញុំនឹងចែកចាយបទពិសោធន៍មួយជាមួយអ្នក ។
3. ព្រះទ្រង់ស្រឡាញ់យើង ។
4. ព្រះបានចាត់យើងឲ្យមកផែនដីដើម្បីទទួលបានរាងកាយ និងការរៀន ។
5. យើងអាចជ្រើសរើសសម្រាប់ខ្លួនយើងថាតើត្រូវអនុវត្តតាមព្រះអង្គសង្គ្រោះបានឬមិនបាន ។
6. ព្រះយេស៊ូវទទួលពិធីបុណ្យជ្រមុជទឹកក្នុងទន្លេយ៉ែរដាន់ ។
7. ព្រះបិតាទ្រង់នឹងប្រទានពរដល់យើងនៅពេលដែលយើងកាន់តាមបទបញ្ញត្តិរបស់ទ្រង់ ។
8. ខ្ញុំដឹងថាពេលណាអ្នកអានព្រះគម្ពីរ អ្នកនឹងមានអារម្មណ៍ស្ងប់ស្ងាត់ ។

- E. Translate these sentences taken from the story on pages 168 and 169 of the English *Preach My Gospel* into Cambodian. Afterwards, open up to page 172 in the Cambodian *Preach My Gospel* and read the italicized section starting in the middle of page 172. Check your translations for these sentences as you read through the story in Cambodian.

1. "One week he quit coming."
2. "We offered our help for anything he needed."
3. "Will I really see my wife again?"
4. "We testified of eternal families . . ."
5. "We taught Pablo the plan of salvation."
6. "Our service helped him trust the things we taught."



Writing

- F. Change the following sentences to both past and future tense. Check your answers.

For example: The zone leaders are calling. -- ពួកអ្នកដឹកនាំហ្មឺនបានហៅមក ។ (past) and
ពួកអ្នកដឹកនាំហ្មឺននឹងហៅមក ។ (future)

1. I am going to church.
2. I read the Book of Mormon.
3. The prophet speaks with God.
4. God creates man on the seventh day.
5. I am serving a mission in Cambodia.
6. They partake of the sacrament.
7. The new missionaries are arriving right now.
8. I'm wearing a white shirt.

- G. Translate the following sentences from English to Cambodian. Use the words ធ្លាប់ ដែល and មិនដែល. Check your answers.

1. Has God ever stopped calling prophets?
2. Have you ever eaten sticky rice?
3. We have never been to this investigator's house.
4. Have you ever prayed to know if you should be baptized?
5. I have invited a friend to church before.
6. I have taught this family before.
7. God has comforted me when I have been sad.
8. She has never been to general conference.
9. Have you ever attended a baptism?
10. I have never read the Book of Mormon from beginning to end.

- H. In your journal, write the events of the day in Cambodian. Describe in detail what went well and what didn't turn out like you wanted. Describe how you could do better tomorrow. Record those goals in your daily planner. Follow-up with yourself in your journal the next night about how you did. Pay attention to your use of tense indicators as you write.

Companion



Speaking

- I. Scenario: Today is your preparation day, and you and your companion are discussing the different activities you are going to do. With your companion, talk together about the different things you need to get done today and the different activities you would like to do. Practice switching back and forth, asking and answering questions using បាន កំពុងតែ and នឹង. In the practice scenario, make sure to create various sentences so that you can use each word multiple times. Continue to talk until each missionary feels comfortable using this grammar principle.
- J. Tell each other about the process you went through to come on a mission. Describe how you felt as you prepared, how you feel now that you are serving a mission, and how you hope to feel once you have finished your mission.



Listening

- K. Ask a native to share a story about their childhood. Notice how given the context, a native may choose not to use the past tense particle បាន because it is implied. After learning from the example of the native speaker, tell a story to your companion about your childhood.
- L. Have your companion read the following verses to you. Determine what tense the speaker is using. The speaker may be using more than one tense indicator, so pay attention to what they are trying to say. Try and determine the context of the verse, whether the speaker is talking about អតីតកាល (past), បច្ចុប្បន្ន (present), or អនាគត (future).
 - a. Alma 36:18–19
 - b. Helaman 14:4
 - c. Alma 5:26
 - d. Luke 9:18
 - e. Helaman 10:1
 - f. 3 Nephi 17:22
 - g. Enos 1:27



Reading

- M. Choose a story to read in the Book of Mormon. Write down all instances where a tense indicator was used in the story. Tell the story to your companion using the tenses that you wrote down.



Writing

N. With your companion, match each tense indicator with related contextual words. Check your answers.

កំពុងតែ	បាន	នឹង

- បច្ចុប្បន្ន
- បន្ទាប់ពីនេះ
- រួចទៅហើយ
- ថ្ងៃស្អែក
- កាលពីមុន
- កាលខ្ញុំនៅតូច
- ឆ្នាំទៅ
- ខានស្អែក
- ឆ្នាំក្រោយ
- អតីតកាល
- នៅតិចទៀត
- ម្សិលមិញ
- ឥឡូវនេះ
- អនាគត

O. Translate these sentences with your companion. Determine if tense indicators need to be used in these sentences, or if the context is sufficient enough that tense indicators could be dropped. Check your answers.

- a. I arrived in Cambodia one year ago.
- b. She will not be home at that time.
- c. We are riding our bikes to your house right now.
- d. He is washing the dishes.
- e. In 10 years I will become a doctor.
- f. I will serve with all of my heart.
- g. We bought three kilos of mangos this morning.
- h. I ate two boxes of fried rice.
- i. He is drinking with his friends.
- j. The Lord is helping me learn Cambodian

P. On the progress record for this week, write down information about each investigator you are teaching. Include the lessons and commitments you have left with them. As you write down this information say it out loud to your companion. During your progress meeting with the ward mission leader tell him what principles/commitments you have taught your investigators and which principles you will teach them this week. Focus on using the correct tense when referring to your past and future lessons. After your meeting, ask your ward mission leader if you used the tenses correctly.

Group



Speaking

- Q. You and your companion have been teaching an investigator named សិទ្ធិ for a couple weeks now and he has a strong desire to be baptized. The only thing that is keeping him from being baptized is an addiction he has. In your most recent lesson, you taught him about keeping the Word of Wisdom and the blessings that it brings us. During the lesson, he shared a concern about keeping the Word of Wisdom and so you committed him to quit his addictions. He said he would try. With your companion, have one missionary take the role of សិទ្ធិ and the other of the missionary. Practice following up with សិទ្ធិ on his commitment to keep the Word of Wisdom. If he says he is keeping it, share your excitement with him. If he is struggling with it, encourage him to trust God and keep trying. After you are finished, switch roles and do it again.
- R. សិទ្ធិ was doing very well with the Word of Wisdom for a couple of weeks, but today he informed you that he has had a relapse and is back to his old habits. It turns out that he hasn't been consistently reading, praying, or attending church either. With your companion, have one missionary take the role of សិទ្ធិ and the other of the missionary. Help សិទ្ធិ understand that relapses happen sometimes, but that he can still overcome his addiction with help from the Lord. Teach សិទ្ធិ about the power that comes from scripture study, prayer, and church attendance, and help him understand the need of that power in overcoming his addiction. Commit him to live the Word of Wisdom again.



Listening

- S. Ask each missionary to think of a specific experience that built their faith in Christ, one that they would be willing to share with others. Write this experience on a piece of paper in Cambodian. Trade papers with another missionary, and read what the other person wrote. Identify what tense they used, and if it was used correctly. Allow each missionary to ask three follow-up questions about the other missionary's experience. Be sure to use the correct tense as you ask and answer questions.

Time Sequence

Examples

Sin always leads to unhappiness.	អំពើបាបតែងតែនាំទៅរកអពមង្គល ។
The Ten Commandments are still valid today .	ក្រឹត្យវិន័យទាំងដប់ប្រការគឺនៅតែមានសុពលភាពបច្ចុប្បន្ននេះ ។
We understood and accepted this plan before this life.	យើងបានយល់ ហើយបានទទួលយកផែនការនេះតាំងពីមុនជីវិតនេះ ។
This time in which we live is the last days .	ជំនាន់ដែលយើងរស់នៅគឺត្រូវបានហៅថាជាថ្ងៃចុងក្រោយ ។
After baptism, we covenant to share the gospel.	បន្ទាប់ពីពិធីបុណ្យជ្រមុជទឹក យើងធ្វើសេចក្តីសញ្ញាថានឹងចែកចាយដំណឹងល្អ ។

Explanation

Establishing a timeline to your stories, language, and conversations can help you to be more engaging and clear in your communications. This section looks at distinct parts of speech that will help you to do that. This includes transition words like *before*, *after*, *since*, *first*, *last*, and *already* as well as auxiliaries relating to time like *always*, *still*, and *just barely*.

Note: Other transition words not relating to time are addressed in section 26.

Transition Words Relating to Time

Transition words relating to time are especially useful when narrating, or explaining a series of events. Showing the relationship in time between two events will help you to teach with clarity and power. Most transition words are prepositions that are used at the beginning of a sentence. A transition word may also occur in the middle or even at the end of a sentence, just like other prepositions. Below is a list of some of the most common time-related transitions.

Word	Approximate meaning
ពីមុន	before
មុនដំបូង	first of all
ដំបូង	to begin
កាលពីមុន	in the past
មុនពេលដែល	before
ដំបូងឡើយ	to begin
បន្ទាប់	after
បន្ទាប់ពី	after
បន្ទាប់មក	afterwards
ក្រោយ	later
ក្រោយពី	later from when (after)
ក្រោយមក	later on (afterwards)

តាំងពី	since
កាលពី	since
ចាប់ពី	starting from
ចាប់តាំងពី	starting ever since
តាំងតែ (like តាំងពី)	since
ចុងក្រោយ	finally
ចុងក្រោយបង្អស់	last of all
សិន	first (used as an end particle)

Examples

ពួកខ្ញុំតែងតែហាត់ប្រាណពីមុនហូបបាយពេលព្រឹក ។
We always exercise before breakfast.

មុនដំបូង ខ្ញុំចង់និយាយថា ពួកខ្ញុំពិតជាខំជួយ ។
First of all, I want to say that we really are trying to help.

ជាដំបូង ខ្ញុំចង់អធិស្ឋាន ។
To begin, I want to pray.

កាលពីមុន ខ្ញុំអត់ចេះញ៉ាំម្ហូបខ្មែរ តែឥឡូវខ្ញុំញ៉ាំរាល់ថ្ងៃ ។
Before, I didn't like Cambodian food, but now I eat it every day.

យើងបង្រៀននៅព្រះវិហាររហូតដល់ម៉ោង៥ ។ បន្ទាប់មកយើងទៅថ្នាក់អង់គ្លេស ។
We teach at the church until five. Afterwards we go to English class.

ពួកខ្ញុំសូមចែកចាយជាមួយបងនៅថ្ងៃក្រោយបានទេ ?
Can we come share with you on a later day?

ក្រោយពីគាត់បានអធិស្ឋាន ខ្ញុំសួរគាត់ថា តើគាត់មានអារម្មណ៍យ៉ាងម៉េចដែរ ?
After he said the prayer, I asked how he felt.

យើងគួរតែញ៉ាំឥឡូវ ហើយក្រោយមកទៅព្រះវិហារ ។
We should eat now and then afterwards go to the church.

គាត់ចូលចិត្តទៅព្រះវិហារតាំងពីគាត់ស្គាល់សមាជិកទាំងអស់ ។
He likes to go to church ever since he got to know all the members.

កាលពីគាត់ទទួលការប្រសិទ្ធិពរ គាត់មានអារម្មណ៍ឆ្ងល់ស្រាលជាងមុន ។
Since she got a blessing, she is feeling much better.

ចាប់ពីពេលគេនិយាយ ពួកខ្ញុំឃើញថាមានបញ្ហា ។
As soon as they spoke, we could tell there was a problem.

When you place ពី or មក on the end of the words ក្រោយ or បន្ទាប់, it will change the meaning of these words and how you will use them in your sentence. The table below describes the different ways you may see these words occur in a sentence. For example, when ក្រោយពី or បន្ទាប់ពី is used at the start of a sentence, the next action read in the sentence happens before the second action or event read in the sentence (i.e., the events are in chronological order). However, when ក្រោយពី and បន្ទាប់ពី are between two actions, then the action written before ក្រោយពី and បន្ទាប់ពី will occur after the other action. ក្រោយមក and បន្ទាប់មក are always written between two events. In this case the before the term ក្រោយមក or បន្ទាប់មក happens first.

25b

Compare			
ក្រោយពី and បន្ទាប់ពី (After)		ក្រោយមក and បន្ទាប់មក (Afterwards)	
1. បន្ទាប់ពី/ក្រោយពី _____ 1 _____, _____ 2 _____		1. _____ 1 _____ បន្ទាប់មក/ក្រោយមក _____ 2 _____	
2. _____ 2 _____ បន្ទាប់ពី/ក្រោយពី _____ 1 _____			

Adverbs Relating to Time

Adverbs relating to time are often used add a duration to an action. Unlike other adverbs in Cambodian, adverbs relating to time come before the verb they describe, and they may also be used in conjunction with an ending complement. These time adverbs also use the particle តែ, which is dropped in casual settings.

25c

Subject + Time Adverb + Verb + . . . + Complementary Ending Word

Time Adverb	Meaning	Ending Complement	Meaning
តែងតែ	always	ជានិច្ច / រហូត	always/eternal/ forever
ចេះតែ	always/only knows /is only	ជានិច្ច / រហូត	always/eternal/ forever
នៅតែ	still	នៅឡើយ	still
ទើបតែ	just barely	មិញ	most recently

Examples

Subject	Time Adverb	Verb	Object/Preposition	Ending Complement
ខ្ញុំ I	តែងតែ always	ផ្ញើអ៊ីមែល email	នៅថ្ងៃរៀបចំ on preparation day	ជានិច្ច ។ always.
គាត់ He	ចេះតែ is just	ថា saying that.	--	--
ពួកខ្ញុំ We	ចេះតែ always	បង្រៀន teach	អំពីការប្រែចិត្ត about repentance	រហូត ។ forever.
គាត់ He	នៅតែ still	ជឿ believes	ពួកខ្ញុំ us	នៅឡើយ ។ still.
យើង We	--	បានបង្រៀន taught	អំភា Om Phia	មិញហ្នឹង ។ just barely.
ពួកគាត់ They	ទើបតែ just	បានទៅ went	ព្រះវិហារបរិសុទ្ធ to the temple	មិញ ។ just barely.

Remember

- Use transitions to establish a clear timeline when sharing stories or experiences.
- Push yourself to use the different transitions, don't settle for the same one every time.

Pattern Practice

	ព្រះវរបិតាសូតិ <i>Heavenly Father</i>	តែងតែ <i>always</i>	ស្តាប់ <i>to listen</i>	ការអធិស្ឋានរបស់យើង <i>our prayers</i>	ជានិច្ច <i>always</i>	
តើ <i>question word</i>	ព្រះយេស៊ូវគ្រីស្ទ <i>Jesus Christ</i>			ការបំផុសគំនិត <i>inspiration</i>	ជាដរាប <i>without fail (forever)</i>	ទេ ? <i>yes/no?</i>
បាទ/ចា <i>Yes (M/F)</i>	ទ្រង់ <i>He</i>		ចាប់អារម្មណ៍(អំពី) <i>to be interested (about)</i>	ចម្លើយរបស់សាសនាគន្ធារី <i>investigators answers</i>	(ជា)មិនខាន <i>without fail</i>	(ទេ) <i>(Negator)</i>
អត់ទេ <i>No</i>	យើង <i>We</i>	មិនដែល <i>never</i>		ជីវិតរបស់បង <i>older person's life</i>	ទេ <i>(negative particle)</i>	
ហេតុអ្វី <i>Why?</i>	អ៊ែលឌើរ/ស៊ីស្ទើរ <i>Elder(s)/Sister(s)</i>	ចេះតែ <i>always (less formal)</i>	ចង់ឲ្យ <i>to want (someone to)</i>	យើងអធិស្ឋានទៅទ្រង់ <i>us to pray to Him</i>		
				បងប្រុសមានសុភមង្គល <i>older brother to have happiness</i>		
			ជ្រើសរើសធ្វើតាម <i>to choose to follow</i>	ព្រះវរបិតារបស់ទ្រង់ <i>His Father</i>		

	ពេលដែល <i>When</i>	ខ្ញុំ <i>I</i>	អានព្រះគម្ពីរមរមន <i>to read Book of Mormon</i>	នោះ <i>then</i>	ខ្ញុំ <i>I</i>	ទទួលបានចម្លើយ <i>received answer</i>	
បាទ/ចា <i>Yes (M/F)</i>	(ពី)មុន <i>Before</i>	យើង <i>we</i>	អធិស្ឋាន <i>to pray</i>	(តើ) <i>(question)</i>	យើង <i>we</i>	មានអារម្មណ៍ពីព្រះវិញ្ញាណ <i>feel the Spirit</i>	ទេ ? <i>yes/no?</i>
អត់ទេ <i>No</i>	តាំងពី <i>Since</i>	ឪពុកខ្ញុំ <i>my father</i>	ទទួលបុណ្យជ្រមុជទឹក <i>to be baptized</i>		ឪពុកខ្ញុំ <i>my father</i>	ដឹងថាសាសនាចក្រនេះពិត <i>know that this church is true</i>	(ទេ) <i>(negative particle)</i>
		យ៉ូសែបស្មីធ័រ <i>Joseph Smith</i>	ទៅព្រះវិហារ <i>to go to church</i>		យ៉ូសែបស្មីធ័រ <i>Joseph Smith</i>	ចង់ស្វែងរកសេចក្តីពិត <i>want to find the truth</i>	
	សេចក្តីជំនឿខ្ញុំ <i>My faith</i>		រីកចម្រើន <i>to progress</i>	តាំងពី <i>since</i>	ខ្ញុំ <i>I</i>	អធិស្ឋានរាល់ថ្ងៃ <i>pray every day</i>	
តើ <i>question</i>	ចិត្តរបស់អ៊ែលឌើរ/ស៊ីស្ទើរ <i>Elder/Sister's heart</i>		ពោរពេញទៅដោយសេចក្តីស្រឡាញ់ <i>is filled with love</i>	ពេលដែល <i>when</i>	អ៊ែលឌើរ/ស៊ីស្ទើរ <i>Elder/Sister</i>	បំពេញព្រះ <i>serve God</i>	
	លោកពូ <i>younger uncle</i>		អាចមានចិត្តភ័យខ្លាច <i>can have a fearful heart</i>	(ពី)មុន <i>before</i>	លោកពូ <i>younger uncle</i>	ចាប់ផ្តើមអធិស្ឋាន <i>begin to pray</i>	

	ក្រោយ(ពី) <i>After</i>	ខ្ញុំ <i>I</i>	អនុវត្តសេចក្តីជំនឿ <i>exercise faith</i>	នោះ <i>then</i>	ព្រះ <i>God</i>	ផ្តល់ការណែនាំដល់ខ្ញុំ <i>gives me guidance</i>	
បាទ/ចា <i>Yes (M/F)</i>	បន្ទាប់ពី <i>After</i>	បងស្រី <i>older sister</i>	ចាប់ផ្តើមមានសេចក្តីជំនឿ <i>begin to have faith</i>	(តើ) <i>(question)</i>	បងស្រី <i>older sister</i>	នឹងមានបំណងចង់ប្រែចិត្ត <i>will have a desire to repent</i>	ទេ ? <i>yes/no?</i>
អត់ទេ <i>No</i>		លោកពូ <i>younger uncle</i>	ឱបដៃបិទភ្នែក <i>fold arms and close eyes</i>	(មិន/អត់) <i>(negator)</i>	លោកពូ <i>younger uncle</i>	ចាប់ផ្តើមអធិស្ឋាន <i>begin to pray</i>	(ទេ) <i>(negator)</i>
		បងប្រុស <i>older brother</i>	នឹងដឹងថាព្រះបញ្ញត្តិមកពីព្រះ <i>will know that commandments come from God</i>	បន្ទាប់ពី <i>after</i>	បងប្រុស <i>older brother</i>	ចាប់ផ្តើមគោរពព្រះបញ្ញត្តិ <i>begin to obey commandments</i>	
	បន្ទាប់មក <i>After/Next,</i>	ខ្ញុំ <i>I</i>	មានសេចក្តីជំនឿបន្ថែមទៀត <i>have more faith</i>	ហើយ <i>and</i>	ខ្ញុំ <i>I</i>	ចង់អនុវត្តសេចក្តីជំនឿទៀត <i>want to exercise more faith</i>	
ក្រោយមក <i>Later/Next,</i>	(តើ) <i>(question word)</i>	បងស្រី <i>older sister</i>	នឹងមានបំណងចង់ទទួលបុណ្យជ្រមុជទឹក <i>will have a desire to receive baptism</i>			ចង់បំពេញព្រះអង្គ <i>want to serve God</i>	(ទេ ?) <i>(yes/no?)</i>
		លោកពូ <i>younger uncle</i>	អធិស្ឋានទៅព្រះវរបិតាសូតិ <i>pray to Heavenly Father</i>	បន្ទាប់មក <i>next/Then</i>	លោកពូ <i>younger uncle</i>	នឹងទទួលបានចម្លើយពីទ្រង់ <i>will receive an answer from Him</i>	

Activities

Personal



Listening

- A. Listen for native speakers to use the word សិន. It is used very frequently to mean “first,” “for a little bit,” or “for the time being.” For one day, write down every sentence you hear someone use that uses the word សិន. Notice how they used it and what they were intending to say in the sentence.



Reading

- B. Read the following verses in English, then in Cambodian. After you read each verse in English, try and guess how it will be phrased in Cambodian. Will it use ក្រោយមក/បន្ទាប់មក ក្រោយពី/បន្ទាប់ពី or just plain ក្រោយ/បន្ទាប់? Whether ក្រោយ or បន្ទាប់ is used isn't important since their meanings are the same. What is important to notice is whether មក ពី or nothing at all is used after ក្រោយ/បន្ទាប់.
1. Ether 12:6
 2. 1 Nephi 10:2
 3. 2 Nephi 19:1
 4. 1 Nephi 11:1
 5. Doctrine and Covenants 76:74
 6. Alma 30:1–2
 7. Book of Mormon introduction, paragraph two
 8. Alma 13:19



Writing

- C. Translate the following phrases on a separate sheet of paper. Check your answers.
- For example: I have been a member of the Church for a long time, since I was just eight years old.
ខ្ញុំជាសមាជិកនៃសាសនាចក្រនេះអស់យូរឆ្នាំហើយ តាំងពីខ្ញុំមានអាយុបានតែ៨ឆ្នាំ ។
1. We have a prophet now in these times.
 2. Ever since then, I have known that the gospel is true.
 3. Now is the time for us to repent.
 4. We will discuss baptism later, but first we need to understand about repentance.
 5. After four years of waiting, Joseph Smith finally received the plates.
 6. Recently, the prophet has spoken about the importance of acquiring charity.
 7. Until this point I had always believed that there wasn't a God.
 8. During general conference, it is easy to feel the Spirit.
 9. From now on, you must remain worthy of the Holy Ghost so that you can receive guidance from God.
 10. After you have been a member for one year and found worthy, then you can go to the temple.
 11. Soon Christ will come to rule the earth.
 12. Before, I did not read my scriptures daily, but now I make sure that I read them every morning.

- D. Translate the following sentences from English to Cambodian on a separate sheet of paper. Check your answers.
1. Before I joined the Church, I was spiritually lost.
 2. I went to a year of college before I left on my mission.
 3. Before we came to Earth, we lived with God and Jesus Christ.
 4. I have met her before.
 5. We should always consider the consequences before we make a decision.
 6. Before, the Church was very small, but now we have millions of members around the world.
 7. Come visit us one more time before you leave.
 8. Before anything else, we'd like to welcome the stake president, who is sitting here on the stand.
 9. I have been here before.
 10. Our church building was a factory before.
- E. Translate the following sentences from English to Cambodian on a separate sheet of paper. Check your answers.
1. After I joined the Church, I was made fun of by my friends.
 2. I went to three years of college after my mission.
 3. Don't forget to come visit us afterwards.
 4. After this life we can live with God and Jesus Christ again.
 5. I met her after Sunday School last week.
 6. We should always make a decision after we have first considered the consequences.
 7. Come visit us after you finish your mission.
 8. Afterwards, the stake president will address us.
 9. After I learn the script, I will be able to learn Cambodian much faster.
 10. We cleaned the church building and then afterwards had a couple of the young men come with us to visit less-active members.

Companion



Speaking

- F. Conduct an entire daily planning session with your companion in Cambodian. Use time sequence words as you talk about the things that you will do tomorrow and the order that you will do them in.
- G. Choose a parable or a story from the scriptures that has made a strong impact on your life. While using these time expressions, share what it was like to read the parable/story, what you learned, and how you applied it. Afterwards, find an investigator or member with whom you will be able to share the experience.
- H. With your companion go through your life and talk about some of the most significant turning points in your life that helped lead you to a mission. Talk about things like your baptism, family and church experiences, seminary, college, and your friends. Use time expressions as you go through this timeline of your life. After you are done, switch with your companion and listen to their story.

- I. Practice using the concept “during” in Cambodian. Use words like នៅពេល and អំឡុងពេល to do so. Tell your companion a story about something that happened to you during the last transfer. Use the concept of “during” at least five times as you tell this story. Then switch with your companion.



Listening

- J. Listen in sacrament meeting for native speakers to use words for “before,” “after,” and “during.” Write down any phrases you hear that are different from the way that you would have said it. Go back after church and review those sentences. Experiment using those different structures that you heard in sacrament meeting throughout the rest of the day.
- K. Find a recent convert in your area, and set up an appointment to ask them about their conversion story. Ask this recent convert what life was like before the Church, why he or she wanted to join, if there were any concerns that came up, and how the Church has changed his or her life since joining. Pay attention to how he or she uses time expressions. Afterwards, share with this person how the gospel has changed your life, copying the recent convert’s use of time expressions.

Group



Speaking

- L. Review time sequence words as a group. Then have the missionaries break into three groups. Assign one of these principles from lesson one to each group: “Heavenly Father Reveals His Gospel in Every Dispensation,” “The Savior’s Earthly Ministry and Atonement,” and “The Great Apostasy.” Have each group prepare to teach it to the class while using the time expressions properly.
- M. Go around in a circle and have everyone share a brief, one minute thought on something that they have learned since coming on the mission. Have each person use “since” at least twice in their one minute thought.
- N. Pull out your planners and pair up with another companionship. Practice using time sequence words to explain your daily plan for that day in detail to another companionship and then switch.
- O. Have everyone in the group think beforehand of an experience they have had (that isn’t too personal) with repentance. When together as a group, have each companionship pair up with another companionship and practice teaching about repentance. Have each companion share their experience briefly with the person pretending to be an investigator. Make sure to use time sequence words as you describe your experience and teach the lesson. Keep each practice lesson to under five minutes. After you are done teaching, quickly evaluate your use of time sequence words with the other companionship and switch.

Transitions

Examples

Then , we ask Him for blessings.	បន្ទាប់មកយើងសុំពរជ័យពីទ្រង់ ។
As a result , Adam and Eve were cast from the garden.	ជាលទ្ធផល អ័ដាម និងអេវ៉ា ត្រូវបានបណ្តេញចេញពីសួនច្បារអេដែន ។
Although Christ performed the Atonement, we have a personal responsibility for our own sins.	ទោះជាព្រះគ្រីស្ទបានធ្វើដង្វាយធូនក៏ដោយ យើងត្រូវតែទទួលខុសត្រូវចំពោះអំពើបាបផ្ទាល់ខ្លួនរបស់យើង ។
In addition to authority, you are also to exercise power in your work.	បន្ថែមពីលើសិទ្ធិអំណាច អ្នកត្រូវតែអនុវត្តអំណាចនៅក្នុងកិច្ចការរបស់អ្នក ។
However , as you begin to study chapter 3, you may sense a difference in approach.	ទោះបីជាយ៉ាងណាក៏ដោយ នៅពេលអ្នកកំពុងចាប់ផ្តើមសិក្សានៅជំពូកទី៣ អ្នកអាចដឹងអំពីវិធីប្លែកៗគ្នា ។

Explanation

Transitions are used to elevate your language from just complete sentences to complete and coherent paragraphs. Transitions are typically used at the start of a sentence, though occasionally they are used in the middle or even the end of a sentence as a conjunction or preposition. While the grammar of using transitions is quite simple, the challenge comes in selecting the best transition word for the given situation as there are hundreds to choose from. This section will introduce many of the most common transition words and their meanings and usages.

Note: Transition words relating specifically to time are addressed in section 25a. Transition words indicating frequency (frequently, rarely, etc.) are found in section 32.

Common Transition Words

This list, while not exhaustive, includes many transition words that you will use and hear in the Cambodian language. Transition words may appear at the start, middle, or sometimes even at the end of your sentence. They are used much like prepositions and conjunctions (see sections 9 and 10).

Transition Word	Approximate Meaning
លើសពីនេះទៅទៀត	furthermore/on top of that/moreover
ក៏ប៉ុន្តែ	however/but
បានជា	so/therefore/as a result
នោះ	then
លំដាប់នោះ	then
រួច	then
ទើប	then (as a result)
ភ្លាម	immediately (used after a verb)

រំពេចនោះ / ភ្លាមនោះ	immediately
ស្រាប់តែ	suddenly
នៅពេលនោះ	in that moment
ចំណែកខ្ញុំ	for me (on my part)
ចំពោះខ្ញុំ	for me (to me)
ម្យ៉ាងទៀត	furthermore/on the other hand/to put it another way
សរុបសេចក្តីមក / ជាសង្ខេប	in summary
រីឯ	as for/and/ and also
ឯ.....វិញ	regarding
ចុះ	how about/what if
ដើម្បី	in order to / in order for
តាមពិត / ការពិត	actually
ជាបឋម / ជាដំបូង	firstly/initially
បន្ថែមពីនេះ / តទៅទៀត	in addition/additionally
ផ្ទុយទៅវិញ	in contrast/on the other hand
បើពុំនោះសោធនេ	if not/But if not (scriptural)
ដូចតទៅ	as follows/like the following
ត្បិត	for (as in "for behold")
ដូចគ្នានោះ	in the same way
ខាងនេះវិញ	alternately/on this side
ដោយសារតែ	because of
ជាឧទាហរណ៍	for example
(មាន)ឧបមាថា	for instance
ជាបន្ថែម	furthermore
នៅទីបំផុត / ចុងក្រោយបំផុត	in the end
ក៏	also
ដូច្នេះ	therefore/so
អញ្ចឹង	therefore/so

Examples

លើសពីនេះទៅទៀត គាត់សូមទទួលបុណ្យជ្រមុជទឹក ។
On top of that, he asked to get baptized.

គាត់ត្រៀមខ្លួនហើយ ក៏ប៉ុន្តែគាត់មិនមែនគិតអញ្ចឹងទេ ។
He is ready; however, he doesn't think so.

ខ្ញុំស្រឡាញ់ព្រះគ្រីស្ទ បានជាខ្ញុំបម្រើបេសកកម្ម ។
I love Christ, so I am serving a mission.

យើងបានជិះទៅផ្ទះគាត់ រួចហើយបាននាំគាត់មកដល់ព្រះវិហារ ។
We rode to his house, then we brought him to church.

បន្ទាប់ពីបញ្ចប់បេសកកម្ម រួចនោះពួកខ្ញុំនឹងត្រឡប់ទៅអាមេរិចវិញ ។
Once we finish our missions, then we will go back to America.

ពេលបាយដាំជិតឆ្អិនហើយ ទើបគាត់ចាប់ផ្តើមរៀបចំម្ហូបអាហារផ្សេងៗ ។
Once the rice was cooking, then she started preparing the meal.

បន្ទាប់ពីពួកខ្ញុំបានបង្រៀនពីការអធិស្ឋានភ្លាម គាត់សូមអធិស្ឋាន ។
After we taught about prayer, he immediately asked to pray.

យើងទើបចេញពីផ្ទះ រំពេចនោះដៃគូខ្ញុំទៅនិយាយនឹងអ្នកតាមផ្លូវ ។
We left the house, and immediately my companion started contacting.

ខ្ញុំទើបតែបានដោះអាវភ្លៀងខ្ញុំ ស្រាប់តែមេឃចាប់ផ្តើមភ្លៀងតែម្តង ។
I took off my poncho, and suddenly it started to rain again.

នៅពេលនោះ ខ្ញុំដឹងថាគាត់នឹងចាប់ផ្តើមចូលរួមនៅព្រះវិហារម្តងទៀត ។
In that moment, I knew that he would start coming to church again.

ចំណែកខ្ញុំវិញ ភាសាខ្មែរពិបាកខ្លាំងណាស់ ។
On my side of things, Cambodian is a very difficult language.

ចំពោះខ្ញុំ ក្រុមគ្រួសារមានសារៈសំខាន់បំផុត ។
To me, the most important thing is family.

ព្រះយេស៊ូវគ្រីស្ទទ្រង់រងទុក្ខសម្រាប់អំពើបាបរបស់យើង ហើយម្យ៉ាងទៀតទ្រង់រងទុក្ខនូវ
 រាល់ការឈឺចាប់ទាំងអស់របស់យើង ។
Jesus Christ suffered for our sins, and in addition, suffered for all of our pains.

ឧបមាថា លោកយ៉ូសែបអត់បានអធិស្ឋានដល់ព្រះអង្គ . . .
Imagine if Joseph Smith hadn't prayed to God . . .

គាត់បានរៀនពីច្បាប់សុខភាព លំដាប់នោះគាត់សំរេចចិត្តបោះស្រាគាត់ចោល ។
He learned about the Word of Wisdom, then decided to throw his alcohol away.

សរុបសេចក្តីមក ព្រះគ្រីស្ទបានធ្វើដង្ហាយធូនរបស់ទ្រង់ ដើម្បីយើងអាចទទួលជីវិតដ៏អស់
 កល្យានិច្ច ។
In summary, Christ performed His Atonement so that we could receive eternal life.

ចុះបើយើងជួបគ្នានៅថ្ងៃព្រហស្បតិ៍ ។ បងទំនេរទេ?
Or what about us meeting on Thursday. Are you free?

ចំណែកឯការរំភាពនៅព្រះវិហារវិញ អែលឌ័រអូម៉ានមានយោបល់មួយ ។
Concerning reverence at church, Elder Auman has an idea.

ចុះបើបងអត់ធ្វើការនៅថ្ងៃអាទិត្យ មានអ្វីនឹងកើតឡើង ?
And what if you don't work on Sundays, what will happen then?

ដើម្បីប្រែចិត្តយើងត្រូវតែទទួលស្គាល់អំពើបាបរបស់យើងសិន ។
In order to repent, we must first recognize our sin.

តាមពិត ខ្ញុំចេះខ្មែរ ហើយខ្ញុំស្តាប់បានទាំងអស់ ។
Actually, I do speak Cambodian, and I understood everything.

ជាបឋម ខ្ញុំចង់ឲ្យបងអានគម្ពីរមួយខ ហើយសប្តាហ៍ក្រោយយើងនឹងដាក់គោលដៅថ្មី ។
Initially I want you to read one verse a day, then next week we will set a new goal.

តទៅទៀត ព្រះគ្រីស្ទបានបង្រៀនហ្វូងមនុស្សអំពីការអភ័យទោស ។
Continuing on, Christ taught the people about forgiveness.

ផ្ទុយទៅវិញ ដៃគូខ្ញុំមកពីស្រុកខ្មែរហើយរៀនអង់គ្លេស ។
On the other hand, my companion is from Cambodia and is learning English.

បើពុំនោះសោធន៍ទេ លោកិយនឹងវិនាសទៅ ។
If it shall not come to pass, then the earth will perish.

មានពរជ័យច្រើនមែនទែនដែលមកពីដង្វាយធួននៃព្រះយេស៊ូវគ្រីស្ទ មានដូចតទៅ...
There are many blessings that come from the Atonement of Jesus Christ, like the following . . .

គ្បិតមើលចុះ វាពន្លកឡើង ហើយក៏ចាប់ផ្តើមដុះ ។
For behold it swelleth, and sprouteth, and beginneth to grow. (Alma 32:30)

ដូចគ្នានេះ អ្នកម្តងអាចមានសេចក្តីជំនឿ ហើយទទួលបានចម្លើយពីការអធិស្ឋានរបស់អ្នកម្តងបាន ។
In the same way, you can have faith and receive answers to your prayers.

ខាងនេះវិញ អ្វីត្រូវតែអានបានច្រើនជាង ។
In this respect, you need to be reading more.

... ដោយសារតែគាត់មានអារម្មណ៍ថាភារកិច្ចការអ្នកផ្សព្វផ្សាយសាសនាពិបាកពេក ។
... because he thought that missionary work was too hard.

ជាឧទាហរណ៍ ពូអាចជួយប្រពន្ធធ្វើម្ហូប ។
For example, you could help your wife cook.

បន្ថែមពីនេះ បន្ទាប់ពីយើងសុំការអភ័យទោស នោះយើងត្រូវតែដោះស្រាយបញ្ហាយើង ។
Additionally, after we pray for forgiveness, we need to make it right.

ជាទីបំផុត យើងត្រូវតែបោះអំពើបាបឃ្លាំងចោល ហើយឈប់ធ្វើវាទៀត ។
Last of all, we must forsake the sin and never do it again.

ដូច្នេះ យើងត្រូវតែគោរពតាមច្បាប់បេសកកម្ម ។
Therefore, we must keep the mission rules.

អញ្ចឹង បងចង់និយាយថា តែ ហើយការហ្វេអាចបង្កចម្លោះសុខភាពខ្ញុំមែនទេ ?
So, you're saying that tea and coffee are harmful to my health?

Creating Transition Words (ដោយ and យ៉ាង)

26b Many transition words in English end in “-ly” and can be created in Cambodian by using ដោយ and យ៉ាង with a verb as a transition word. For example, the transitions *accordingly*, *certainly*, *undoubtedly*, and *consequently* could be communicated in Cambodian by saying *with accordance*, *with certainty*, *without doubt*, and *as a consequence*. See section 14 for more on how to create these kinds of transitions.

Activities

Personal



Listening

- A. In sacrament meeting make a list of words in your notebook that you hear natives use to begin their talks, such as ជាដំបូង or ជាបឋម. Also, keep track of words that they use to begin new paragraphs, such as គេទៅទៀត ម្យ៉ាងទៀត ផ្ទុយទៅវិញ ក៏ប៉ុន្តែ or លើសពីនេះទៅទៀត. Look at your list after church and see how they used transition words differently than you might.
- B. Listen for how Cambodians express the idea of “in addition to . . .” or “additionally.” They will often use phrases like “ហើយថែមទៀត . . .” or “ដើម្បីបន្ថែម . . .” Over a few days, write down all the different ways you hear it expressed. Next to every different way you hear it said, write down three sentences which use that way of saying “additionally.”
- C. Listen for Cambodians to use the word ទើប. While in some contexts it can be translated fairly directly to an ordinary “then,” in other situations it has a connotation more like that the second phrase cannot be done until the completion of an action in the first phrase. For example: ទាល់តែសួរ ទើបខ្ញុំអាចប្រាប់បាន ។ Here you are saying something along the lines of “Once they ask, then I can tell them.” In English a phrase with a connotation similar to ទើប might be “only then,” as in, “We must first have hope, and only then may we have faith.” For one week, try to write down all the sentences where you hear ទើប being used. At the end of the week analyze the sentences for any usage patterns and write these down in your notebook.



Reading

- D. Read the following verses that use the phrase ទេតើ. Afterwards, write in your notebook a brief paragraph describing the meaning and usage of the word ទេតើ, as best as you can tell from these verses. Also, describe how the word វិញ can be used similarly in these contexts.
 1. 2 Nephi 28:3
 2. Jacob 3:7, 9
 3. Doctrine and Covenants 10:54
- E. Read the following verses that contain the phrase រឿង. In your notebook, try and define what it means and how it is used. Look it up in a dictionary or ask a native speaker for help if you are still unsure about its meaning or usage.
 1. Doctrine and Covenants 84:3, 14, 17–18, 82



Writing

- F. Translate the following sentences that use the word “immediately” on a separate sheet of paper. Check your answers. Multiple answers are possible for each sentence.
 1. I immediately followed the prompting from the Spirit.
 2. We walked into their home and immediately we felt Heavenly Father’s love for them.
 3. We need to leave immediately.
 4. President called us immediately after our meeting ended.
 5. They prayed and immediately received an idea for where they should go.
 6. We read the verse, and he immediately started crying.
 7. Immediately, we bore testimony of the power of Christ’s Atonement.
 8. I immediately thought of បងព្រី when Bishop said that.

- G. Practice using different words such as នោះ រួច លំដាប់នោះ and ទើប to transition between two connected phrases. These words convey meanings similar to “then” in English. Check your answers.
1. Let’s go to the market first, and then we can get our hair cut.
 2. We taught បងឧសភា and then taught មីងស្រី.
 3. When we have faith in Jesus Christ, then it is easier to overcome challenges.
 4. We must have a sincere change of heart, and only then are we worthy of baptism.
 5. Elders and sisters study until 10 every morning, and then they leave to go proselytize.
 6. Jesus Christ was killed, then rose from the dead three days later.
 7. Let’s ask her that question, wait for her to answer, and then invite her to be baptized.
 8. We had to fast and pray earnestly, and only then did we see the miracle we hoped for.

Companion



Speaking

- H. Have a discussion with your companion about three things that you should do in order to help your investigators read in the Book of Mormon more consistently. Practice using words and phrases like ចុះ ចំពោះខ្ញុំ ចំពោះបងវិញ and ចំណែកខ្ញុំ in order to transition between different speakers in the discussion. Afterwards, evaluate your usage of these transitions with each other.
- I. Read Joseph Smith History 1:17. Take notice of the use of the phrase ស្រាប់តែ within this verse. Then between you and your companion, come up with 10 different sentences that use the phrase ស្រាប់តែ. Be sure to use the phrase towards the beginning of the sentence, rather than the end.
- J. Practice telling your companion a story. Use five different transitional phrases you have learned about in this chapter to help you tell the story. Then switch and give your companion a turn. Have them use five transitional words that are different from the ones that you used.



Listening

- K. Ask a native speaker about different transitional phrases you have seen in the Book of Mormon. These phrases may include គ្រាន់តែមើលចុះ ហើយហេតុការណ៍កើតឡើងថា សរុបសេចក្តីមក បើពុំនោះសោតទេ ហេតុដូច្នេះហើយ and ទោះបីយ៉ាងណាក៏ដោយ. Ask the native about these phrases’ usages in everyday conversation outside of the Church. How often do they use or hear each one? If any of them are used, in what circumstances do you hear them most often? Write down what you learn from this conversation in your notebook.

Group



Speaking

- L. Pair up with another companionship in your group. The other companionship will pretend to be a pair of investigators who are struggling to grasp the concepts of prophets, denominations, and apostasy. With your companion, practice using different instances and examples to help them understand these concepts from the first lesson. Use the phrases ឧបមា and ឧទាហរណ៍ as you introduce these examples and instances. Evaluate with the other companionship how effective your use of these examples was and then switch.

- M. Practice telling a story about Christ from the New Testament with your companion. Have each companionship in the group pick a different story. Take turns going around the group, giving each companionship three to four minutes to tell their story using transitional words to link ideas and events in the story together. Try and use as many transitional words as you can (without it sounding unnatural or forced). As a group, help answer any questions that come up about transitional words as you go around.
- N. Have each companionship in the group pick a different story from the scriptures. Pair up with another companionship, and tell the events of the story to the other companionship, without naming any of the persons involved. Each companionship should take three to four minutes to tell their story using transitional words to link ideas and events in the story together. The other companionship will then try to find that story in the scriptures. Afterwards, switch. Each companionship should try and use as many transitional words as possible.

Review: Narrating Experiences and Telling Stories

This review will help you see how well you have learned the material in the previous sections. It will also help you evaluate your ability to apply several different grammar principles that you have learned in performing the following function:

Narrating Experiences and Telling Stories

- When
- Indicating Past, Present, and Future
- Time Sequence
- Transitions

Activities

Personal



Speaking

- A. Choose a scripture story that you think could help one of your investigators. Write down the story in your own words and focus on using correct tenses, time sequence words, and transition words. Have your companion or a native speaker check your story for correctness. Then practice telling your story out loud.



Writing

- B. Translate the following sentences from English to Cambodian. Look for what tense word should be used. Check your answers.
1. We are about to teach you about the Restoration.
 2. Christ did everything according the will of God.
 3. As we were leaving, a man came and asked us about God.
 4. I'm trying to be like Jesus.
 5. We left the apartment before 10 a.m.
 6. I've been a member for a long time.
 7. Recently I met a man who said he wanted to know how families could be together forever.
 8. My testimony didn't used to be very strong.
 9. After His death, Jesus Christ appeared to the Nephites in America.
 10. Last month, we met our zone baptism goal.
 11. We receive a temple recommend interview every two years.
 12. Last year I was preparing for my mission.
- C. In your study journal, record a special spiritual experience that happened on your mission. Focus on tenses, "when," and transitions as you relate your experience. Share this experience with a companion or native speaker to check for accuracy.

Companion



Speaking

- D. Scenario: Your recent convert វណ្ណាវា is concerned that he is not progressing fast enough in the gospel. Teach him what to do in order to progress spiritually. Look up scriptures that you think could help this investigator understand the path of spiritual progression better. Use transition words to connect your thoughts as you share these verses. For example: 3 Nephi 18:15
យើងត្រូវតែអធិស្ឋានជានិច្ច ទើបយើងមានអំណាចដើម្បីទប់ទល់នឹងឧបសគ្គខាងវិញ្ញាណរបស់យើង ។
- E. With your companion, go over your planner from the last three days. Review activities that you did and talk about them using frequency of events and tenses. Example: We go contacting for two hours per day.



Listening

- F. Listen to your companion describe how he or she has changed over the time that he or she has been a missionary. Use tenses, time sequence words, and transitions to talk about your progress.



Writing

- G. Make a list of things that you need to do daily to progress spiritually. Write down how many times you do each of these things in a day, then ask your companion how many times he or she does each of these things. Afterwards, make goals for how you can improve, not only focusing on quantity, but the quality and sincerity.

Group



Writing

- H. Create your own version of Mad Libs with your companion, fill in the blanks with nouns, verbs, and adjectives with your companion to tell a story. Then share your stories as a group. Write down any new words that you hear and find ways to begin using them.

Asking and Answering Questions of Cause and Effect

Purpose

This function will help you ask about and explain the reasons behind different things, as well as help you to make conditional statements. Below are examples of the types of things you will be able to express with the grammar in this function.

- **Why** do we have to overcome trials and afflictions in this life? (Asking About Reason)
- **Even though** they are poor, they feel that they have been blessed. (Conditionals and Dependent Clauses)

Application

Below is a list of doctrinal points and missionary tasks that these grammar principles will help you teach, and perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- “The Great Apostasy” (Why was there a Great Apostasy?)
- “The Restoration of the Gospel of Jesus Christ through Jesus Christ” (What would have happened without the Restoration? List the doctrines that were restored by Joseph Smith.)
- “The Book of Mormon: Another Testament of Jesus Christ” (How did Joseph Smith translate the Book of Mormon?)
- “Agency and the Fall of Adam and Eve” (What would have happened if Eve hadn’t partaken of the fruit?)
- “The Atonement” (Where would we be without the Atonement? Why did Christ suffer for us?)
- “The Resurrection, Judgment, and Immortality” (How will we be judged after the resurrection?)
- “Through Christ We Can Be Cleansed from Sin” (We can’t be cleansed from our sins unless what?)
- “Faith in Jesus Christ” (What do we believe when we have faith? How do we act?)
- “Repentance” (What will happen if we don’t repent?)

Tasks from the *Missionary Vocabulary and Phrases Book*

- “Extend Commitment Invitations” (What blessings will they receive after they have kept their commitment?)
- “Use the Scriptures” (How would the scripture apply to the life of the investigator?)
- “Obtain Referrals” (How and when should you contact a referral you have received?)

Asking About Reason

Examples

Why weren't you able to pray?	ហេតុអ្វីអ្នកមិនបានអធិស្ឋាន ?
This scripture explains why Christ had to suffer so much.	ឧត្តម្តីនេះពន្យល់ពីមូលហេតុព្រះគ្រីស្ទត្រូវរងទុក្ខយ៉ាងច្រើនដូច្នេះ ។
Spiritual death is separation from God because of sin.	សេចក្តីស្លាប់ខាងវិញ្ញាណគឺជាការបែកចេញពីព្រះដោយសារតែអំពើបាប ។
Because of this experience I understood that God lives.	ដោយសារតែបទពិសោធន៍នេះ ខ្ញុំដឹងថាព្រះមានជ័យជំនះនៅ ។
Therefore , a restoration, not a reformation, was required.	ហេតុដូច្នេះហើយ ការស្តារឡើងវិញ មិនមែនជាការកែសាសនា ត្រូវទាមទារឲ្យកើតមានឡើង ។

Explanation

Understanding reasons is an enabling experience that is critical to conversion. Whether it is the reason for this life, or the reason to pray, read the Book of Mormon, or learn about a new church in the first place, reasons are the motivation behind much of what we do. This section will help you to learn how to ask why and inquire about reasons. This section will also help you use the words *because* and *therefore* in Cambodian.

Asking Why

"Why" in Cambodian is asked by saying ហេតុអ្វី, literally "what reason." You will also hear the term ហេតុអ្វីបានជា (why is it that . . . ?), in more formal or academic settings. Both are acceptable to use as a missionary and will typically be used at the start of a sentence.

តើ + ហេតុអ្វី(បានជា) + SVO?

Examples

ហេតុអ្វីបានជាលោកតាចង់រៀនពីពួកខ្ញុំអំពីព្រះគ្រីស្ទ ?
Why do you want to learn from us about Christ?

បងគិតថា ហេតុអ្វីបានជាព្រះគ្រីស្ទសុខចិត្តសុគតជំនួសយើង ?
Why do you think Christ was willing to die for us?

ហេតុអ្វីអ្នកមកនៅកម្ពុជា ?
Why did you come to Cambodia?

តើហេតុអ្វីប្អូនអត់អានព្រះគម្ពីរមរមន ?
Why didn't you read the Book of Mormon?

ពេលខ្ញុំអធិស្ឋាន តើហេតុអ្វីខ្ញុំអត់ទទួលបានចម្លើយ ?
When I pray, **why** don't I receive answers to my prayers?

27a

Pattern Practice

ហេតុអ្វី <i>Why</i>		មាន <i>there are (to have)</i>	ព្រះបញ្ញត្តិ ? <i>commandments?</i>
(បានជា)	អើយ/ស៊ីស្ទើរ <i>Elder/Sister</i>	បំរើ <i>to serve</i>	បេសកកម្ម ? <i>mission?</i>
	យើង <i>we</i>	ត្រូវតែ <i>to need to</i>	ប្រែចិត្ត ? <i>repent?</i>
	មនុស្សខ្លះ <i>some people</i>	បដិសេធន៍ <i>to reject</i>	ដំណឹងល្អ ? <i>gospel?</i>
	ព្រះវរបិតាសួគ៌ <i>Heavenly Father</i>	ស្រឡាញ់ <i>to love</i>	បង ? <i>older sibling?</i>
	ជីវិតនេះ <i>this life</i>		ពិបាក ? <i>difficult?</i>
	ព្យាករណ៍ <i>prophet</i>		សំខាន់ ? <i>important?</i>

Because and Therefore

27b

When responding to a “why” question you will often respond using the conjunction “because.” Also, as you explain reasons for events, such as for a cause and effect, you will often use the word “therefore.” In either case, you will use these conjunctions and transitions either at the start of your sentence or to connect two related clauses. The table below lists common words that are used to convey these meanings.

Word	Meaning
ពីព្រោះតែ	because
ដោយសារតែ	because (of)
ដោយព្រោះ	because
ដូច្នេះ	therefore/so
អញ្ចឹង	therefore/so

Examples

ខ្ញុំចង់រៀន ពីព្រោះតែជីវិតខ្ញុំអត់សប្បាយ ។ I want to learn because I am not happy in my life.
ជីវិតខ្ញុំអត់សប្បាយ ដូច្នេះខ្ញុំចង់រៀនពីអ្នក ។ I am not happy in my life, therefore , I want to learn from you.
ព្រះគ្រីស្ទសុខចិត្តសុគតជំនួសយើង ពីព្រោះតែទ្រង់ស្រឡាញ់យើង ។ Christ was willing to die for us because He loves us.
ដោយសារសេចក្តីស្រឡាញ់នៃព្រះគ្រីស្ទចំពោះយើង ទ្រង់សុខចិត្តសុគតជំនួសយើង ។ Because of Christ's love for us, He was willing to die for us.
ខ្ញុំបានមកកម្ពុជា ដោយព្រោះខ្ញុំចង់ជួយអ្នកស្វែងរកសន្តិភាព ។ I came to Cambodia because I want to help you find peace.

ខ្ញុំត្រូវបានហៅឲ្យបម្រើបេសកកម្មនៅ Tacoma អញ្ចឹងខ្ញុំបានមក Tacoma ។
I was called to serve a mission in Tacoma, **so** I came to Tacoma.

ខ្ញុំអត់បានអានព្រះតែខ្ញុំរវល់ពេក ។
I didn't read **because** I was too busy.

ខ្ញុំរវល់ពេក អញ្ចឹងខ្ញុំអត់បានអាន ។
I was too busy, **so** I didn't read.

ប្រហែលជាលោកពូអត់ទទួលបានចម្លើយព្រោះលោកពូអត់អានព្រះគម្ពីរមរមន ។
Perhaps you didn't receive an answer **because** you didn't read the Book of Mormon.

លោកពូអត់អានព្រះគម្ពីរមរមន ដូច្នេះលោកពូអត់ទទួលបានចម្លើយ ។
You didn't read the Book of Mormon, **so** you didn't receive an answer.

Many missionaries wonder if there is a difference in meaning and usage between ពីព្រោះតែ and ដោយសារតែ. ដោយសារ is more commonly used in day-to-day conversation, while ពីព្រោះ is a little more formal. ដោយសារតែ also has the connotation of “by the means of,” “because of,” or “by way of,” while ពីព្រោះតែ is strictly just “because.”

Remember

- “Why” comes at the start of your question and literally means “what reason?”
- “Because” is used to answer “why” questions. It shows the reason for an event or action.
- “Therefore” and “so” are transitions that connect two ideas in a cause and effect manner.

Pattern Practice

	ព្រះវរបិតាសូតិ <i>Heavenly Father</i>	តែងតែ <i>always</i>	ស្តាប់ <i>to listen</i>	ការអធិស្ឋានរបស់យើង <i>our prayers</i>	ជានិច្ច <i>always</i>	
តើ <i>question word</i>	ព្រះយេស៊ូវគ្រីស្ទ <i>Jesus Christ</i>			ការបំផុសគំនិត <i>inspiration</i>	ជាដរាប <i>without fail (forever)</i>	ទេ ? <i>yes/no?</i>
បាទ/ចា <i>Yes (M/F)</i>	ទ្រង់ <i>He</i>		ចាប់អារម្មណ៍(អំពី) <i>to be interested (about)</i>	ចម្លើយរបស់សាសនាគន្ថកាវី <i>investigator's answers</i>	(ជា)មិនខាន <i>without fail</i>	(ទេ) <i>(Negator)</i>
អត់ទេ <i>No</i>	យើង <i>We</i>	មិនដែល <i>never</i>		ជីវិតរបស់បង <i>older person's life</i>	ទេ <i>(negative particle)</i>	
ហេតុអ្វី <i>Why?</i>	អីលឌើរ/ស៊ីស្ទើរ <i>Elder(s)/Sister(s)</i>	ចេះតែ <i>always (less formal)</i>	ចង់ឲ្យ <i>to want (someone to)</i>	យើងអធិស្ឋានទៅទ្រង់ <i>us to pray to Him</i>		
				បងប្រុសមានសុភមង្គល <i>older brother to have happiness</i>		
			ជ្រើសរើសធ្វើតាម <i>to choose to follow</i>	ព្រះវរបិតារបស់ទ្រង់ <i>His Father</i>		

Activities

Personal



Speaking

- A. Open up to the “Ideas for Study and Application” section in chapter 8 of *Preach My Gospel*. The second bullet point under the “Personal Study” section has three questions that help missionaries think about their final day in the mission field. Add the question: Why did you come on a mission? Use “why” and “because” to answer and then record your answers to these questions.



Listening

- B. While sitting in church, listen for the purpose of each talk or lesson. Use “why” and “because” to write down in your language notebook why each topic the speakers speak on is personally important to you as a missionary.
- C. 27b. Listen for alternative forms of the word “because” that people use in everyday conversation. These would include natives using មកពី to mean “because,” as in “ខ្ញុំអស់កម្លាំង មកពីខ្ញុំធ្វើការជិត២៥ម៉ោងរាល់ថ្ងៃ ។” or ព្រោះអី, which is used to mean “because” by rhetorically asking “because of what?” in the middle of a sentence. For instance: “ខ្ញុំអត់ចូលចិត្តគាត់ ព្រោះអី គាត់រាយខ្ញុំរាល់ថ្ងៃកាលពីយើងនៅតូច ។” Write down in your notebook instances where you hear these two forms used, as well as other ones that you hear in conversation.
- D. 27a. The word ម្តេច, frequently contracted to ម៉េច, is a very common word that can mean either “what,” “how,” or “why” (this has been previously discussed in an activity in section 15). Its placement in a question is your biggest clue as to what its intended meaning is. When ម្តេច (or ម៉េច) is placed at the beginning of a phrase or question, it means “why.” Listen intently for ម៉េច, which is used frequently in informal speech. You will often hear it paired with ក៏ or អញ្ចឹង or both. For example: “ម៉េចក៏ស៊ីស្ទើរត្រូវផ្លាស់ប្តូរតំបន់ ?” “ម៉េចក៏អញ្ចឹង ?” or “ម៉េចចឹង ?!” ម្តេច is used more commonly in literature and songs. For one week, write down every usage of ម៉េច or ម្តេច you hear that was used to ask “why.”



Reading

- E. In chapter 5 of *Preach My Gospel* read the section called “The Book of Mormon Answers Questions of the Soul.” Write down in Cambodian a couple of questions that one of your investigators would probably like answered. Use “why” and “because” to ponder and answer some of these questions. Write down some possible answers in a notebook.

For example: ហេតុអ្វីយើងនៅលើផែនដី ? យើងនៅលើផែនដីពីព្រោះយើងត្រូវការរូបកាយ ហើយពីព្រោះពុរះចង់ឲ្យយើងម្នាក់ៗមានសេចក្តីអំណរ ។



Writing

- F. 27a. Use various forms of “why” to translate the following questions from English to Cambodian (there may be multiple right answers for each translation). Check your answers.
1. Why can't I just join another Christian denomination?
 2. Why would someone want to die for someone else?
 3. For what reason did you allow us to come back and teach you?
 4. Why do you want to be baptized?
 5. Why did you think that we should talk to her?
 6. Why do you always wear that tie?
 7. For what reason do we need the Book of Mormon?

8. Why don't any of those computers work?
 9. Why do you think Joseph Smith wanted to pray vocally?
 10. Why is your family so important to you?
- G. 27b. Use either ព្រោះ (because) or ដោយសារ (because of) to translate the following sentences from English to Cambodian. Note that these words' usages are often interchanged in everyday speech, particularly ដោយសារ, which is used extremely commonly and fluidly in normal conversation. However, in this activity try to translate using their connotations as outlined in the explanation (ដោយសារ = because of, ព្រោះ = because). Check your answers.
1. Right now I don't understand everything, but I obey the commandments because I have faith.
 2. I know that the Church is true because I prayed and received a witness.
 3. I know that the Book of Mormon is true because of the Spirit.
 4. We are exhausted because we have been working hard all day.
 5. We can be clean from sin because of Jesus Christ.
 6. The Great Apostasy happened because of the wickedness of the people.
 7. I am thrilled because I will get to be companions with her.
 8. We are having this meeting today because our zone has been struggling with finding new investigators.
 9. Because of the sacrifice of Jesus Christ, I can feel peace in my heart.
 10. We live because God takes care of us.

Companion



Speaking

- H. 27b. With your companion, talk about why you decided to serve a mission. Also discuss the things you have learned thus far because of your decision to serve.
- I. With your companion, open up your missionary handbook and discuss a rule that you have been keeping diligently. Talk about why we have the rule and what blessings and results you have seen in your mission through keeping it. Find two more rules and repeat the activity. Practice using "why" and "because" as you discuss with your companion.



Listening

- J. Plan to meet with a recent convert or member, and read together the hymn "ចូររាប់ព្រះពរ" (hymn #150 in the Cambodian hymnal). Ask this member why he or she joined the Church, why he or she wanted to live specific commandments, and what some of the specific blessings are that he or she receives from living certain commandments. Focus on using "why" and "because" to identify the blessings of his or her membership in the Church.
- K. 27b. The next time you follow up with an investigator, recent convert, or less-active member, listen to the reasons they give for keeping or not keeping a commitment. Discuss with your companion why that individual is having a difficult time and ways you can help them overcome any challenges.
- L. 27b. With your companion, ask a native speaker about the different forms of the word "because" in Cambodian and when he or she uses each one. For example, you could ask them what they think the differences are between ដោយសារតែ ដោយសារ ព្រោះតែ ព្រោះ ព្រោះតែ and ដោយសារៈ. Write down what they have to say. If you are still unclear, ask more native speakers until you have a good grasp on each form's usage and connotation.



Reading

- M. 27a. Read this sentence from the talk “Joseph Smith” by Elder Neil L. Anderson: «ប្រហែលជាយើងស្រឡាត់កាំងហើយ ទើបបានជាយើងណែនាំយាយឡើងវិញម្តងទៀតថា នឹងមានមនុស្សទាំងអស់នឹងនិយាយទាំងសេចក្តីល្អ និងសេចក្តីអាក្រក់អំពីលោក ។» How was the phrase បានជា used? How would you translate បានជា into English in statements like this? What about when it is used in a question, like in ហេតុអ្វីបានជា? Does it change the meaning of the question or no? Discuss these questions with your companion. Don't be afraid to ask a native if you are uncertain or want to understand បានជា more clearly.
- N. Read “Why the Church” by Elder D. Todd Christofferson from the October 2015 general conference in Cambodian. Take turns reading with your companion, and find all the examples of “why”/“because.” Discuss with your companion why you think the Church is necessary. Use this talk to teach your investigators about the restoration of the Church and its importance.



Writing

- O. Promised blessings often provide powerful motivation to keep the commandments. Copy this chart on a separate piece of paper and, in Cambodian, answer the following questions for each commitment: why do we need to keep this commitment, and what blessings will we receive as a direct result of our obedience to this particular commitment?

Commitment	Why do we need to keep this commitment?	What blessings will we receive because of our obedience to this commitment?
Will you pray to know that God and Jesus Christ are real?		
Will you pray to know that Joseph Smith was a prophet?		
Will you pray to know the Book of Mormon is true?		
Will you attend church on Sunday?		
Will you be baptized?		
Will you live the Word of Wisdom?		
Will you live the law of tithing?		

Group



Speaking

- P. Make a list of mission rules that may be difficult to follow or understand. In Cambodian, brainstorm together as a district why we have these rules and what blessings everyone has seen in their lives from living those specific commandments. Also, find examples in the scriptures where people have obeyed even though they didn't fully understand why. Set a goal as a district to renew your commitment to live a certain rule.



Listening

- Q. Invite a local ward or branch missionary, or someone who is preparing to serve a mission, to share their testimony about why they joined the church and why they want to serve. Listen for sentences with “why” and “because.” Write down any of the sentences they said that you liked.

Conditional and Dependent Clauses

Examples

We will remain in the spirit world until the Resurrection.	យើងនឹងបន្តនៅក្នុងពិភពវិញ្ញាណរហូតដល់ការរស់ឡើងវិញមកដល់ ។
Although Christ performed the Atonement, we have a personal responsibility for our own sins.	ទោះជាព្រះគ្រីស្ទបានធ្វើដង្ហោយឆ្លងក៏ដោយ យើងត្រូវតែទទួលខុសត្រូវចំពោះអំពើបាបផ្ទាល់ខ្លួនរបស់យើង ។
Unless we are called by proper authority to do so . . .	លើកលែងតែយើងត្រូវបានហៅដោយសិទ្ធិអំណាចដែលតម្រូវដើម្បីធ្វើដូច្នេះ . . . ។
Keep going until you reach the intersection.	ទៅរហូតដល់ផ្លូវបែកបង្អួច ។
"If any of you lack wisdom . . ."	តែបើអ្នករាល់គ្នាណាមួយខ្វះប្រាជ្ញា . . .

Explanation

Conditional sentences are made up of a main clause and a conditional clause. The conditional clause will always be dependent on the main clause of the sentence. For example, in the sentence "If the sister has free time, she will write her recent converts," the sister will only write her recent converts *if* she has free time. The clause *she will write her recent converts* depends on the initial clause *if the sister has free time*. Fortunately, Cambodian uses the same conditional clause pattern as English when stating a conditional sentence. This section will familiarize you with the basic vocabulary for creating conditional sentences.

Setting the Condition

There are a number of words used to set the condition of a clause. The most common word pair is *if-then*, but there are others such as *even though*, *unless*, and *until*. Each of these words, or word pairs, will create a conditional statement when used. The most commonly used conditional words are listed in the table below.

Conditional Word(s)	Approximate Translation
បើសិនជា . . . នោះ . . .	If . . . then . . .
ប្រសិនបើ . . . នោះ . . .	
បើ . . . នោះ . . .	
ទោះបីជា . . . យ៉ាងណាក៏ដោយ	although . . . /even though . . . / regardless . . .
ទោះជា . . . យ៉ាងណា	
ទោះ . . . ក៏ដោយ	
ថ្វីបើ . . . ក្តី	. . . unless . . .
លើកលែងតែ	
រហូតដល់	. . . until . . .
ទាល់ដល់	
ទាល់តែ	
លុះត្រាដល់	
ដរាបដល់	
ក្រែងតែ	in case of/in the event that
ក្រែងលោ	

Cambodian and English grammar for conditional and dependent clauses are the same. You may state your conditional clause first or last. Notice that conditional words may be used in just one clause or both, and that the interaction of the clauses is based off which words you choose to use. Study the examples below until you feel comfortable with this principle.

Examples

បើសិនជាអ្នកអានព្រះគម្ពីរមរមន នោះអ្នកនឹងមានអារម្មណ៍ពីព្រះវិញ្ញាណ ។
If you read the Book of Mormon, then you will feel the Spirit.

យើងនឹងទទួលបុណ្យជ្រមុជទឹក បើសិនជាយើងជឿថាសាសនាចក្រនេះជាការពិត ។
We will get baptized, if we believe this church is true.

ទោះបីជាព្រះគម្ពីរទាំងអស់ល្អយ៉ាងណាក៏ដោយ ខ្ញុំចូលចិត្តអានសញ្ញាថ្មី ។
Even though all scripture is good, I like to read the New Testament.

គាត់មកព្រះវិហាររាល់សប្តាហ៍ ថ្ងៃបើគាត់ត្រូវដើរក្តី ។
He comes to church every week, even though he has to walk.

លើកលែងតែបងប្រែចិត្ត បងមិនអាចទទួលបុណ្យជ្រមុជទឹកទេ ។
Unless you repent you cannot be baptized.

ខ្ញុំនៅស្រុកខ្មែររហូតដល់ខែតុលានេះ ។
I will be in Cambodia until this October.

គាត់នឹងបង្រៀនទាល់ដល់ចំណុច «ការក្សត់សាសនាដ៏ធំ» ។
He will teach up until "The Great Apostasy."

Pattern Practice

ទោះ(ជា) <i>Even though</i>	ជីវិតពិបាក <i>life is difficult</i>	ក៏ដោយ ,	យើងនឹងទទួលជីវិតដ៏អស់កល្បជានិច្ច <i>we will receive eternal life</i>	
បាទ/ចា <i>Yes (M/F)</i>	យើងមិនល្អឥតខ្ចោះ <i>we are not perfect</i>	(តើ) <i>question</i>	ព្រះបិតានៅតែស្រលាញ់យើង <i>Heavenly Father still loves us</i>	(ទេ ?) <i>(yes/no?)</i>
អត់ទេ <i>No</i>	អ្នកចង់ទទួលបុណ្យជ្រមុជទឹក <i>you want to receive baptism</i>		អ្នកត្រូវតែប្រែចិត្តសិន <i>you need to repent first</i>	
	យើងជួយអត់បាន <i>we can't help</i>		ព្រះបិតាអាចជួយអ្នកបាន <i>Heavenly Father can help you</i>	
	អ្នកមិនទាន់ដឹងពីសេចក្តីពិតនេះទេ <i>you do not yet know this is true</i>		អ្នកអាចដឹងបានតាមរយៈការអធិស្ឋាន <i>you can know through prayer</i>	
	យើងនឹងទទួលជីវិតដ៏អស់កល្បជានិច្ច <i>We will receive eternal life</i>	(ទេ ?) <i>(yes/no?)</i>	ទោះជា <i>even though</i>	ជីវិតពិបាក <i>life is difficult</i>
	ព្រះបិតានៅតែស្រលាញ់យើង <i>Heavenly Father still loves us</i>			(យ៉ាងណា)ក៏ដោយ <i>even though</i>
			យើងមិនល្អឥតខ្ចោះ <i>we are not perfect</i>	

Cause

បើ <i>If</i>	បង <i>you</i>	អានព្រះគម្ពីរមរមន <i>read the Book of Mormon</i>	នោះ <i>then</i>	បង <i>you</i>	នឹង <i>will</i>	មានសុភមង្គល <i>have happiness</i>		
បើសិនជា <i>If</i>	អ៊ីប្រស <i>uncle (older)</i>	ទៅព្រះវិហារ <i>to go to church</i>	(តើ) <i>(question word)</i>	ព្រះអង្គ <i>God</i>	អាច <i>can</i>	(មិន/អត់) <i>(negative particle)</i>	ជួយអ៊ី <i>help you</i>	ទេ ? <i>yes/no?</i>
ប្រសិនបើ <i>If</i>	អ៊ុកមីង <i>uncle (younger)</i>	អធិស្ឋាន <i>to pray</i>		ព្រះវរបិតា <i>Heavenly Father</i>			ឆ្លើយសំណួរបស់អ៊ុកមីង <i>answer your question</i>	អ្វី ? <i>what?</i>
	អ៊ីស្រី <i>uncle (older)</i>	គោរពប្រតិបត្តិព្រះបញ្ញត្តិ <i>to obey commandments</i>		ព្រះយេស៊ូវគ្រីស្ទ <i>Jesus Christ</i>			ប្រទានពរជ័យ <i>bless</i>	(ទេ) <i>(negative particle)</i>
	បងប្រស <i>brother (older)</i>	ទទួលបុណ្យប្រមុជទឹក <i>to receive baptism</i>		ព្រះវិញ្ញាណបរិសុទ្ធ <i>Holy Ghost</i>			ទទួលកម្លាំង <i>receive strength</i>	
	ប្អូនប្រស <i>brother (younger)</i>	សុំជំនួយ <i>to request help</i>		ប្អូនប្រស <i>brother (younger)</i>			ដឹកនាំប្អូនប្រស <i>lead you (younger brother)</i>	
	បងស្រី <i>sister (older)</i>	សួរ <i>to ask</i>		បងស្រី <i>sister (older)</i>			ដឹងថាសាសនាចក្រនេះពិត <i>know that this church is true</i>	

Activities

Personal



Listening

- A. Read the following verses that use forms of the word ក្រែង. What was it used to mean? Listen for it in everyday conversation. Note that this concept may be said in a variety of ways, including ក្រែងតែ or ក្រែងណា (which is often contracted to sound like “កាណា”).
1. Doctrine and Covenants 98:17
 2. Mosiah 8:12–13
 3. Doctrine and Covenants 38:30



Reading

- B. Read Mosiah 15:19. This verse talks about what would happen if there were no redemption. Notice the if/then structure of the verse. On a separate sheet of paper, summarize in Cambodian what the if/then statements were in the verse.
- C. Read Alma 42:15–21. Write down all of the different types of conditional/dependent statements you read in these verses on a separate sheet of paper.



Writing

- D. Translate the following sentences from English to Cambodian. Any of the forms of “if” will work, so there may be multiple correct answers. Check your answers.

For example: How can we be saved if we are not yet perfect?

តើយើងអាចបានសង្គ្រោះដោយរបៀបណាទៅ បើសិនជាយើងមិនទាន់ល្អឥតខ្ចោះ ?

1. I don't know if ពូថេន will be able to get baptized this week.
2. You need to be worthy if you want to go to the temple.
3. Do you know if the Book of Mormon is translated into Vietnamese?
4. Joseph Smith decided that he was going to obey if he received an answer to his prayer.
5. Have you asked your boss yet if you can have Sundays off?
6. We have to be home by 8 o'clock if we don't have a lesson.
7. We will all be saved if we keep the commandments.
8. He doesn't know if he can go or not.

- E. Translate the following sentences that use if/then structures from English to Cambodian. Be sure to use proper if/then structure. Any of the forms of “if” will work, so there may be multiple correct answers. Check your answers.

For example: If you keep your thoughts pure, then you will recognize the promptings of the Holy Ghost. បើអ្នករក្សាគំនិតឲ្យបរិសុទ្ធ នោះអ្នកនឹងទទួលស្គាល់ការបំផុសគំនិតនៃព្រះវិញ្ញាណបរិសុទ្ធ ។

1. If you study the scriptures, then you will find answers to your prayers.
 2. She said that if we run out of rice, then she will bring us more.
 3. If you eat too much chocolate, then you will get sick.
 4. If I were to leave the Church, I would lose the companionship of the Holy Ghost.
 5. If you speak Cambodian often, then eventually you will be fluent.
 6. If you pray, then God will bless you.
 7. I know that if we endure to the end, then we will receive wonderful blessings at the last day.
 8. If I am afraid to make mistakes, then I will never learn Cambodian well.
- F. Translate the following sentences from English to Cambodian. There may be multiple correct answers for each sentence. Check your answers.
1. Although we are young, we know without a doubt that this Church is true.
 2. Even if we are tired, we will still continue to work hard.
 3. God always loves us, even if we are disobedient.
 4. Even though He doesn't deliver us from all of our trials, God is always there to support and encourage us.
 5. Although he couldn't speak Cambodian very well, I felt the Spirit tell me that what he said was true.
 6. King David still wasn't completely safe from temptation, even though he had done many righteous things in his life beforehand.
 7. Even though Bishop was busy with other things, he still came out to help us teach.
 8. She comes to church every week, even though she is crippled.
 9. Although I can't express all of my thoughts and feelings yet, I can testify that Jesus Christ is our Savior.
 10. Although leaders in the Church are not perfect, they have been called of God, and we should sustain them.

Companion



Speaking

- G. Complete the personal study activity in chapter 10 of *Preach My Gospel* under “A Plan for Overcoming Addictive Behavior.” Talk with your companion about what you would have to do to overcome an addiction if you had one. What would you need to do if you had investigators with addictions? How would you help them? Be sure to use the if/then principle as you discuss this in Cambodian with your companion.
- H. Create 20 sentences with your companion that use the phrase លើកលែងតែ. Alternate every sentence between you and your companion. Write down any questions that you and your companion think of with regard to លើកលែងតែ's usage and ask a teacher or native for help.
- I. Switching off between you and your companion every sentence, come up with 20 sentences that use a form of the word “until.” There are many words that can be used to do this, including ដល់ រហូតដល់ ទាល់តែ លុះដល់ and ដរាបដល់. Afterwards, discuss which forms you hear most often.

- J. Phrases like ឲ្យតែ and លុះត្រាតែ convey meanings similar to “only if,” “as long as,” “so long as,” and “provided that.” With your companion, practice teaching lesson two in 10 minutes. In that ten minutes, use either ឲ្យតែ or លុះត្រាតែ at least 10 times. Note that if ឲ្យតែ or លុះត្រាតែ is used in the first clause of a sentence, then the second clause will often begin with ទើប.

For example:

- i. យើងអាចត្រលប់ទៅស្ថានសួគ៌វិញបាន លុះត្រាតែយើងជ្រះស្អាតពីអំពើបាប ។
- ii. ឱ្យតែយើងមកផែនដីសិន ទើបយើងអាចទទួលបានរូបរាងកាយ ។



Listening

- K. Review your last lesson with your companion. Talk about what you did well and what you can improve. Use if/then statements to discuss how things might have gone differently. Example: “If we ask questions throughout the lesson, then we can know how the investigator is feeling” or “If we had invited him to be baptized, then he might have said yes.”
- L. Ask a native speaker what they feel like the difference is between using បើ បើសិនជា ប្រសិនបើ ប្រសិនណា ប្រសិនបើ and any of the other iterations of “if” in Cambodian. Write down what they tell you. Ask two or three more native speakers if you are still unsure how these iterations of “if” are different (or the same).



Reading

- M. Sing the first verse of មក មក ពួកបរិសុទ្ធ (hymn #18 in the Cambodian hymnbook) with your companion. Notice what words were put in to mean ទោះជា and យ៉ាងណា. How often do you hear this alternative way of saying “although” or “even though”? Is its meaning any different from ទោះជា...យ៉ាងណា? Ask a native speaker if you are unsure.
- N. Read “If Ye Love Me, Keep My Commandments” (“បើអ្នករាល់គ្នាស្រឡាញ់ខ្ញុំ ចូរកាន់តាមបញ្ញត្តិរបស់ខ្ញុំ ចុះ”) by Sister Carole M. Stephens from the October 2015 general conference. Take turns reading with your companion, and highlight all the examples of if/then statements. Discuss with your companion how this story can teach your investigators to keep the commandments.



Writing

- O. Promised blessings often provide powerful motivation to keep the commandments. Use this chart to write some specific blessings for each commitment, as well as blessings for specific investigators. After discussing each one with your companion, write down a sentence that promises if they keep that commitment, then they will receive a specific blessing.

Commitment	What specific blessing do we receive for keeping the commitment?
Will you pray to know that God and Jesus Christ are real?	
Will you pray to know that Joseph Smith was a prophet?	
Will you pray to know the Book of Mormon is true?	
Will you attend church on Sunday?	
Will you be baptized?	
Will you live the Word of Wisdom?	
Will you live the law of tithing?	

Group



Speaking

- P. Scenario: You and your companion have been meeting with an investigator named លីន who has been learning with you for a couple of weeks now. She likes the things that you have taught her, but she doesn't quite understand how these things will directly help her life. With your companion, have one missionary take the role of លីន and the other of the missionary. Help លីន understand how the gospel pertains to her and how it can help her by promising her specific blessings that she will receive if she keeps the commitments that you have extended to her. After promising blessings, recommit លីន to read the Book of Mormon, pray, and go to church. After you are finished, switch roles and do it again.
- Q. Scenario: You and your companion are at អ៊ីសៀង's house sharing the story of Lehi's dream and talking about the importance of sharing the gospel. He says he has friends that he thinks might be interested to learn, but he is too afraid to approach them. Help អ៊ីសៀង to have the courage to share the gospel by promising him blessings if he does. With another companionship, read selected scriptures out of 1 Nephi 8 about Lehi's dream and promise អ៊ីសៀង blessings if he shares the gospel with his friends and family. After you are finished, switch roles and do it again.



Listening

- R. សុដ៏តា is confused with the commandment of praying often. Listen to her explain her understanding of prayer. Seeing that សុដ៏តា already has a testimony of the Church, she doesn't know why she needs to continue to pray. With your companion, have one missionary take the role of សុដ៏តា and the other of the missionary. Using this grammar principle, teach សុដ៏តា that prayer is used for more than just receiving answers to questions. Teach her the many things we should pray about. When you are finished, switch roles and do it again.

Review: Cause and Effect

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking and Answering Questions of Cause and Effect

- If . . . then
- Because

Activities

Personal



Speaking

- A. Come up with as many “if . . . then” statements that pertain to the Word of Wisdom as you can. For example: If I eat plenty of fruits and vegetables, then I will have the energy to teach.



Listening

- B. In your today, listen for different “why” questions and how each are responded to. Write these questions and responses in your language notebook. If the questions and phrases were said in a way you had never heard before, especially unique ways of saying “why” or “because,” take special note.



Reading

- C. Read “Pre-Earth Life: God’s Purpose and Plan for Us” from lesson 2 in *Preach My Gospel*. Pay attention to the “why” questions in this section. Write down how your life has improved because of your knowledge of the plan of salvation.



Writing

- D. Translate the following sentences from English to Cambodian. Check your answers.
1. Because God is our Father, He wants to communicate with us.
 2. Why do we need to be baptized?
 3. I want to testify of Christ because I know He loves each of us.
 4. If you will sincerely pray, God will let you know why you need to get baptized.
 5. Because Joseph Smith asked God, he obtained answers to his prayers.
 6. Why can't you drink tea?
 7. If you receive an answer to your prayers, will you be baptized?
 8. Why did people reject the prophets?
 9. Because of Jesus Christ, I can be with my family forever.
 10. Because everyone has their agency, some people will choose not to follow Christ.
- E. Watch the video “Because of Him” in English. Translate it into Cambodian on a separate sheet of paper, as if you were writing subtitles for it.
- F. Write a 5-minute talk about Jesus Christ’s Atonement in Cambodian. Describe what Christ did, why He did it, and what effect it has on us. Read your talk to a native or your companion to get

feedback on your use of cause and effect. Remember to bear your testimony at the end of your talk.

Companion



Speaking

- G. Watch Elder Bednar's videos "Patterns of Light" (3 parts). Discuss with your companion in Cambodian about why we receive revelation the way we do. Use these descriptions to help someone who is struggling receive an answer to his or her prayers.
- H. Choose a commitment from lesson 3 in *Preach My Gospel*, and ask why someone needs to keep that commitment. Find a scripture that supports your answer. Then discuss what blessing you can receive from keeping that commitment. Use this exercise to teach someone that may be struggling to keep commitments.



Listening

- I. Role-play visiting a less-active member. Refrain from asking directly why he or she has stopped attending church; instead, ask questions to get a sense of why he or she has stopped coming. Share a message with this member and invite him or her to keep a commitment.



Reading

- J. Read the baptismal interview questions from chapter 12 in *Preach My Gospel*. Use cause and effect to answer the following questions with your companion for each of the baptismal interview questions.
 1. Why is it important for your investigator to believe these principles?
 2. Why is it important that your investigator is following these commandments?
 3. State what blessings your investigator will receive because he or she follows the gospel principle or commandment this question is about.

Group



Speaking

- K. Scenario: ນີ້ is 22 years old and has been learning with the missionaries for about four months. He consistently comes to church, prays, and reads his scriptures. ນີ້ struggles with understanding and keeping the law of chastity, specifically in regard to same-gender attraction. Using the grammar principle for this section, help ນີ້ understand the reasons why Heavenly Father has given us the law of chastity and why it is important to keep that commandment. Be especially sensitive to ນີ້' s needs, as this topic is a delicate subject.

Asking and Answering Questions About Quality, Quantity, Number, and Sequence

Purpose

This function is to help you talk about amounts, as well as frequency of events. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- **These four** books of scripture comprise the standard works. (Quantity)
- We ate **three bowls** of rice. (Classifiers)
- **How much** do we need to pay in tithing? (Additional Quantity Terms/Concepts)
- We have Fast Sunday **once a month**. (Frequency)
- In the **entire** world, there is **only** one true Church. (Inclusive and Exclusive Words)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- “The Gospel Blesses Families” (How does the gospel help our families be better?)
- “The Great Apostasy” (How are people and conditions different during a time of apostasy?)
- “Kingdoms of Glory” (Which kingdom is the highest? The lowest?)
- “Through Christ We Can Be Cleansed from Sin” (In what ways can we be more like the Savior?)

Tasks from the *Missionary Vocabulary and Phrases Book*

- “Make a Purchase” (When selecting an item to buy, which is the best? Why?)

Quantity

Examples

We ask thee to bless the people of this area.	ពួកទូលបង្គំសូមឲ្យទ្រង់ប្រទានពរដល់មនុស្សនៅក្នុងតំបន់នេះ ។
We say these things in the name of Jesus Christ, amen.	ពួកទូលបង្គំសូមពោលពាក្យទាំងនេះនៅក្នុងព្រះនាមនៃព្រះយេស៊ូវគ្រីស្ទ អាម៉ែន ។
We would like to meet with you twice a week.	យើងចង់ជួបអ្នកមួយសប្តាហ៍ពីរដង ។
Could we come an hour later?	តើយើងអាចមកជួបមួយម៉ោងក្រោយបានទេ ?
Faith in Jesus Christ is the first principle of the Gospel.	សេចក្តីជំនឿទៅលើព្រះយេស៊ូវគ្រីស្ទគឺជាគោលការណ៍ទីមួយនៃដំណឹងល្អ ។

Explanation

This section focuses on vocabulary and grammar that is associated with quantities. It includes an overview of the Cambodian number system and the mechanism for counting and using ordinal numbers. You will also learn about giving and receiving phone numbers. The second part of this section focuses on questions and answers relating to quantity as well as how to use demonstratives.

Numbers

The Cambodian number system is very similar to the English number system. This section will give you a brief overview of counting and ordinal numbers. You will also learn the specific areas where using numbers in Cambodian is different from English.

Note: Before continuing this section it may be helpful to review the script for Cambodian numbers found in Section 1. For your convenience, they are also listed here from 0–9, ០ ១ ២ ៣ ៤ ៥ ៦ ៧ ៨ ៩.

Counting

Cambodian counting uses a base ten system just like English but with a few differences. Unlike English, the numbers 6–9 are said as five-one (6), five-two (7), five-three (8), and five-four (9). (It is technically a base five system for the first 10 digits.) Instead of these digits having their “own” name, they are called out based on how far they are from the number five. Also, in English we sometimes mix our number position names, for example we say thirty-five-hundred instead of three-thousand-five-hundred. Cambodians rarely ever do this for numbers ranging from 1,000 to 10,000. For numbers larger than 100,000 it is acceptable. Like English, Cambodian has unique names for the tens-place holders in the language (10–90), instead of referring to them as “two-ten” (20), “three-tens” (30), etc. The Cambodian language also has unique names for the ten-thousand (10,000), hundred-thousand (100,000), and ten million (10,000,000) place holders in their language. So, you won’t often hear them say “fifteen thousand” or “one-hundred-twenty-thousand,” instead they would say “one-ten-thousand—five-thousand” and “one-hundred-thousand-two-ten-thousands.” Study the number list below until you are familiar with the Cambodian system of counting.

Note: For help talking about decimals and fractions, see section 31 Math Terms.

Number	Cambodian Numeral	Translation	Numeral
មួយ	១	one	1
ពីរ	២	two	2
បី	៣	three	3
បួន	៤	four	4
ប្រាំ	៥	five	5
ប្រាំមួយ	៦	six (five-one)	6
ប្រាំពីរ (ប្រាំពីរ)	៧	seven (five-two)	7
ប្រាំបី	៨	eight (five-three)	8
ប្រាំបួន	៩	nine (five-four)	9
ដប់	១០	ten	10
ដណ្តប់*	១១-១៩	eleven–nineteen	11–19
ម្ភៃ	២០	twenty	20
សាម(សិប)	៣០	thirty	30
សែ(សិប)	៤០	forty	40
ហា(សិប)	៥០	fifty	50
ហុក(សិប)	៦០	sixty	60
ចិត(សិប)	៧០	seventy	70
ប៉ែត(សិប)	៨០	eighty	80
កៅ(សិប)	៩០	ninety	90
រយ	១០០	hundred	100
ពាន់	១,០០០	thousand	1,000
ម៉ឺន	១០,០០០	ten-thousand	10,000
សែន	១០០,០០០	hundred-thousand	100,000
លាន	១,០០០,០០០	million	1,000,000
ដប់លាន/កោដិ	១០,០០០,០០០	ten-million	10,000,000
មួយរយលាន/ ដប់កោដិ	១០០,០០០,០០០	hundred-million	100,000,000
មួយពាន់លាន/ មួយរយកោដិ	១,០០០,០០០,០០០	billion	1,000,000,000

*Traditionally, numbers 11–19 are said “ten-one, ten-two, ten-three . . . ten-five-three, ten-five-four” (ដប់មួយ ដប់ពីរ ដប់បី . . . ដប់ប្រាំបី ដប់ប្រាំបួន), but the term ដណ្តប់ is often used in everyday speech to say numbers 11–19. For example the numbers “eleven, twelve, and thirteen” may be said as “មួយដណ្តប់ ពីរដណ្តប់ បីដណ្តប់.” This is not used in writing, only speaking.

Examples

សាសនាចក្ររបស់ពួកខ្ញុំចំណាយថវិការាប់លានដុល្លារដើម្បីជួយមនុស្សដទៃ ។
*Our church spends **millions** of dollars to help others.*

មួយសហស្សវត្សរ៍ ស្មើនឹងមួយពាន់ឆ្នាំ ។
***One** millennium is **a thousand** years.*

កូនចៅអ៊ីស្រាអែលបានវេងនៅទីរហោស្ថានអស់សែសិបឆ្នាំ ។
*The children of Israel wandered the wilderness for **forty** years.*

Number	#	Translation	#	Use
ឯក	១	one/single	1	prefix
មួយគូ	២	two/a pair	2	fruits and veggies
ទោ	២	two/second	2	prefix
ទី / ទ្វេ	២	two	2	prefix
ត្រី / ត្រៃ / ត្រីយ	៣	three	3	prefix
ចតុ	៤	four	4	prefix
មួយជំបរ	៤	four	4	fruits and veggies
បញ្ច	៥	five	5	prefix
ឆណ្ឌ	៦	six	6	prefix
សប្ត	៧	seven	7	prefix
អដ្ឋ	៨	eight	8	prefix
នព្វ / នវ	៩	nine	9	prefix
ទស	១០	ten	10	prefix
ទ្វាទស	១២	dozen	12	religious/ancient
ត្រីទស	១៣	thirteen	13	religious/ancient
អស្តាពីស	២៨	twenty-eight	28	religious/ancient
ត្រីទស	៣០	thirty	30	religious/ancient
មួយផ្លូន	៤០	forty	40	fruits and veggies
ពីរផ្លូន	៨០	eighty (two-forty)	80	fruits and veggies
សត	១០០	one hundred	100	prefix
មួយស្លឹក	៤០០	four hundred	400	fruits and veggies
សហ	១០០០	one thousand	1,000	prefix

*KHR is the English abbreviation for the currency unit of the Cambodian រៀល.

Ordinal Numbers

An ordinal number is a number that indicates rank or numerical place, as in “first, second, third . . .” Ordinal numbers are often used when talking about the scriptures, or in other contexts where positioning is important. Cambodians tend to reference scriptures in a way that feels like old English, like how Joseph Smith refers to James 1:5 as “the epistle of James, first chapter, fifth verse . . .”

29d

Noun + ទី* + Number		
Noun	ទី	Number
ជំពូក	ទី	មួយ
Chapter two		
ខ	ទី	ហា(សិប)ប្រាំពីរ
verse fifty-seven		
គោលការណ៍	ទី	មួយ
the first principles of the gospel		

29e

*In conversational Cambodian, the ទី is often dropped to increase the speed of speech. In many circumstances the ទី is just assumed, allowing regular numbers to function as ordinal. There are still some circumstances where you would always include to ordinal indicator ទី before a number. Listen to natives to know when it may be okay to drop this in your own language habits.

Examples

នីហ្វែទីពីរ ជំពូកទីដប់ ខទីប្រាំបួន ។
Second Nephi, chapter ten, verse nine.

នីហ្វែទីបី ជំពូកទីមួយ ខទីប្រាំ ។
Third Nephi, chapter one, verse five.

គោលលទ្ធិនិងសេចក្តីសញ្ញា កណ្តាលទីម្ភៃប្រាំ ខទីដប់ ។
Doctrine and Covenants, section twenty-five, verse ten.

ខ្ញុំជាកូនទីពីរនៅក្នុងក្រុមគ្រួសាររបស់ខ្ញុំ ។
I am the second child in my family.

នេះជាគ្រួសារទីបីដែលធ្វើម្ហូបឲ្យយើងថ្ងៃនេះ ។
This is the third family to make us food today.

Asking and Answering “Which and Which Number” Questions

In section 22 you learned about how to ask generic “which” questions. In this section we will build off of that knowledge and discuss how to ask “which” when referring to ordinal numbers (e.g., which verse, which chapter). We will also discuss how to answer both of these types of “which” questions using demonstratives and ordinal numbers.

Asking Which Number

Asking “which number” combines the term you learned in the previous section, ទី, as well as a new term, ប៉ុន្មាន. Using these two words helps you to ask questions like “which verse,” “what number bus,” “which chapter,” and other similar questions.

29f

Noun + ទី + ប៉ុន្មាន* ?		
*sometimes shortened to just មាន		
Noun	ទី	ប៉ុន្មាន ?
ជំពូក	ទី	ប៉ុន្មាន ?
Which chapter?		
ខ	ទី	ប៉ុន្មាន ?
Which verse?		
គោលការណ៍	ទី	ប៉ុន្មាន ?
Which section?		
លេខ	ទី	ប៉ុន្មាន ?
Which number?		
ថ្នាក់	ទី	ប៉ុន្មាន ?
Which grade?		

Using Demonstratives to Answer “Which” Questions

Demonstratives are words that can help to specify a noun. For example, if you asked, “Which bed is yours?” your companion might reply, “This bed is mine.” Words like this, that, these, and those are the words you will use to respond to generic “which” questions or questions that ask “which one?”. In Cambodian, demonstratives always come after the noun they modify.

29g

Noun + ទាំង + (for plurals) + demonstrative?

To respond to “which number” questions, replace the word ប៉ុន្មាន with the appropriate ordinal number.

Examples

សូមអានជំពូកនេះ ។

Please read **this** chapter.

សូមអានជំពូកទីប្រាំពីរ ។

Please read chapter **seven**.

ខ្ញុំសូមអានខនោះ ។

I will read **that** verse.

ខ្ញុំសូមអានខទីហុកសិបបី ។

I will read verse **sixty-three**.

តើបងនឹងអានកត្តាទាំងនោះទេ ?

Will you read **those** sections?

តើបងនឹងអានកត្តាទីចិតប្រាំមួយដល់ចិតប្រាំពីរទេ ?

Will you read section **seventy-six** through **seventy-seven**?

Remember

- Cambodian has unique names for many numbers.
- Ordinal numbers are indicated using the particle ទី.
- ទី + ប៉ុន្មាន is used when asking “which number” questions.
- Demonstratives are used when answering “which” questions.

Activities**Personal****Speaking**

- A. As you walk around or peddle on your bike, count your steps or strokes out loud. See how quickly you can count by increasing your speed. For extra practice, try counting by even or odd numbers. Then practice going by tens (ten, twenty, thirty . . .). Count up to 100 and then count backwards.

**Listening**

- B. When speaking, Cambodians will often drop the សិប part of tens-units like សាមសិប វិសិប ហាសិប ។ល។ Listen for this as you talk with people throughout the day. Practice counting by tens as fast as you can without saying សិប. Do it until you can count to one hundred by tens as fast as you can count to ten by ones. After you have mastered counting forwards, practice counting by tens backwards (still without saying សិប).
- C. In colloquial spoken Cambodian, the word ដំណាប់ is often used to say the numbers 11–19. For example, instead of saying ដប់មួយ for the number 11, native speakers will often say មួយដំណាប់, or instead of saying ដប់ប្រាំបី for the number 18, they will say ប្រាំបីដំណាប់. Listen for this as you talk to people today. When they say numbers like this to you, repeat the number as they said it.
- D. Write down a few large numbers (in the hundreds of thousands or millions). Go and ask several different native speakers how they would say each number. See how different their responses are. What was the most common way to say each of these numbers?

**Reading**

- E. Read the following scriptures in Cambodian and write the number said within the verse on a blank piece of paper using Cambodian numerals. For example: Ether 6:11 ៣៥៥. Check your answers. Note there may be multiple numbers listed in a single scripture. Say the numbers out loud as you rewrite them. Check your answers.
1. Alma 2:19
 2. Alma 57:6, 25
 3. Mormon 1:11
 4. Mormon 2:2, 3, 9
 5. Ether 15:23, 25

- F. Read the following verses. Read them in English first. Before you open up to read each one in Cambodian, try and determine how the phrases “hundreds” or “thousands” or “tens of thousands” might have been translated in each verse. Then see how the translators chose to express those concepts.
1. Alma 28:2, 11
 2. Alma 60:5
 3. Jacob 7:7
 4. Jacob 4:4
 5. Alma 3:26
- G. The following parables contain numbers. Read them, and retell one of them to your companion in Cambodian. Focus on using numbers correctly.
1. Ten Virgins (Matthew 25:1–13)
 2. Ten Lepers (Luke 17:12–19)
 3. Lost coin (Luke 15:3–10)
 4. Talents (Matthew 25:14–30)



Writing

- H. Translate each number from English to Cambodian. Spell the number out in Cambodian first, then write the number in Cambodian numerals. Check your answers.

For example: 71 ចិត្តសិបមួយ ៧១.

1. 21
 2. 2016
 3. 184
 4. 549
 5. 329,897
 6. 18
 7. 1820
 8. 1,041
 9. 70,051
- I. Challenge yourself and your companion to write numbers in your daily planner in Cambodian script this week. Every night at daily planning or when you are reporting your numbers from your daily planner, say the numbers out loud in Cambodian.

- J. Translate the following sentences. Be sure to use either នេះ or នោះ in each of your answers. Check your answers.

For example: This computer is broken. កុំព្យូទ័រនេះអត់ដើរ ។

1. I love this verse.
2. They live on that street.
3. This is my favorite hymn.
4. This book has changed my life.
5. I love this country.
6. I have eaten that before.
7. Why is this church true but that church isn't?
8. This week we have been very busy.
9. Where did that come from?
10. That man looks like he needs some help.

- K. Remember that all things in Cambodian can be inherently singular or plural unless specified. The answers you gave for the sentence in activity J follow that principle. In this activity, retranslate each of the ten sentences from activity J, but this time write each sentence two different ways: one way that is singular and another that is plural. Check your answers.

For example: កុំព្យូទ័រនេះអត់ដើរ ។ កុំព្យូទ័រមួយនេះអត់ដើរ ។ កុំព្យូទ័រទាំងនេះអត់ដើរ ។

Companion



Speaking

- L. Obtain a copy of *The Testimony of the Prophet Joseph Smith* pamphlet. Use this information to identify the following important dates in Church history. Use the year of the event to describe to your companion what happened on that date in Cambodian. Note that in Cambodian you cannot say 1820 as “eighteen twenty.” You must say “one thousand eight hundred and twenty.”
1. 1820
 2. 1823
 3. 1829
 4. 1830
 5. 1847
- M. Practice sharing some of your favorite scriptures with your companion. Before you share each verse, your companion will ask you what number the verse is by using ទីប៉ុន្មាន (or ទីម៉ាន) to ask you a question. Tell them the reference in Cambodian so that they can flip open to it. Be sure to practice using ទី as you give these scripture references. Switch off every verse between who asks for the verse number and who gives the reference. Practice giving three verses each. Note that in everyday conversation, ទី can often be assumed, and it therefore goes unspoken in certain contexts, like in giving scripture references for example.



Listening

- N. Listen with your companion for words that are used in everyday speech in place of នេះ and នោះ. Common ones include ហ្នឹង and “នាហ៍/”នស៍.” Discuss if they’re any different from នេះ and នោះ with your companion.

- O. Cambodians often place the word មួយ directly after some verbs in casual circumstances, even intransitive verbs (verbs that can't take a direct object and therefore would never have a មួយ after them normally). For example, you might hear someone say “ចាំខ្ញុំដេកមួយសិន.” ដេក is an intransitive verb and would never have an object or have a មួយ in front of it, but in this case, មួយ is being used to kind of make the verb seem transitive, giving the sentence a playful or comical effect. With your companion, try and listen for when Cambodians use the word មួយ in circumstances like this. Write down the phrases that you hear and share them with your companion.

Group



Speaking

- P. Scenario: Today in your lesson, you taught ខ្ញុំ about the importance of prayer, and you want to ask him to say the closing prayer. He says he is willing to pray, but he isn't sure how to do it. With your companion, have one missionary take the role of ខ្ញុំ and the other the role of the missionary. Teach ខ្ញុំ the steps of prayer. Use ordinal numbers to list the steps.
- Q. Practice giving and taking phone numbers from people. Everyone should come up with a random nine digit phone number (the first digit should be 0, as that is how phone numbers always begin in Cambodia). Then walk around the room and practice contacting. Give a brief 30-second contact, and then ask for his or her number. Try and give your numbers as quickly as possible to each other. Mix up how you give your number as well. For example, if my number were 012 988 437, I could say “សូន្យដប់ពីរ ប្រាំបួន ប្រាំបី បួនរយសាមប្រាំពីរ” or “សូន្យដប់ពីរ ប្រាំបួន ប្រាំបីពីរដង បួនសាមប្រាំពីរ.” Do this for ten minutes, or until you've had the chance to practice taking a number from and giving your number to each member of the group. After someone has taken your number, make sure your number and the number they wrote down are the same. If they aren't, figure out the cause of the miscommunication.

Classifiers

Examples

Do you know anyone who would like to receive a copy of the Book of Mormon?	តើអ្នកស្គាល់នរណាម្នាក់ដែលចង់ទទួលព្រះគម្ពីរមរមនមួយក្បាលទេ ?
When Christ died, His body remained in the tomb for three days .	ពេលព្រះគ្រីស្ទស្លុត រូបកាយរបស់ទ្រង់បាននៅក្នុងផ្នូរយៈពេលបីថ្ងៃ ។
When the light rested upon me, I saw two Personages .	កាលពន្លឺនោះស្ថិតចំលើរូបខ្ញុំ ខ្ញុំបានឃើញតួអង្គពីរ ។
Peter, James, and John (three of Christ's original Apostles) appeared and conferred . . .	ពេត្រុស យ៉ាកុប និងយ៉ូហាន (ជាមនុស្សបីនាក់ ក្នុងចំណោមសាវ័កដើមរបស់ព្រះគ្រីស្ទ) បានមកជួបហើយប្រគល់... ។
This weekly planning may take two to three hours to complete.	ការដាក់ផែនការណ៍ប្រចាំសប្តាហ៍នេះ អាចចំណាយពេលដល់ពីរ ឬបីម៉ោងដើម្បីបំពេញ ។

Explanation

A classifier helps to define a number when used in the context of a sentence. If Mary had two *slices* of bread, that would be very different from two *loaves* of bread, which would be even more different from two *shelves-full* of bread. In each case Mary has two *somethings* of bread, but those *somethings* make all the difference in understanding how much bread Mary has. The words *slices*, *loaves*, and *shelves* are all classifiers of how much bread Mary has. Cambodian uses hundreds of classifiers that help give a specific size and meaning to your words and numbers as you speak the language. This section will focus on the specific grammar of using classifiers. For a more comprehensive list of the most commonly used classifiers, see the appendix.

Basic Grammar

Classifiers include terms like loaf, pair, outfit, platoon, and generation, that have a very specific pairing with nouns and are used in specific settings. Classifiers also include terms that we use to measure properties like kilograms, meters, liters, gallons, seconds, hours, and degrees. In Cambodian, there are also generic classifiers that indicate an object of a specific size and shape. Regardless of the type of classifier though, the grammar is the same.

30a

Noun + number + classifier

Noun	Number	Classifier
គោ	បី	ក្បាល
<i>three head of cattle (cow three heads)</i>		
គម្ពីរ	ពីរ	ក្បាល
<i>two books of scripture (scripture two volumes)</i>		
ប្រពន្ធ	មួយ	នាក់
<i>one wife (wife one person)</i>		
ទម្ងន់	៩០	គីឡូ
<i>90 kilograms (weight 90 kilograms)</i>		
ប៊ុច	១០០០	ដើម
<i>1,000 pens (pen 1,000 sticks)</i>		

Cambodian uses classifiers with almost everything. Get in the habit of using classifiers when speaking about numbers and amounts. When uncertain whether a particular noun has a classifier, or when you don't know the correct classifier, ask a native to help you. You will gain their confidence and respect as they see you work hard to learn their language.

Examples

ពូសាន្តមានគោបីក្បាល ។
Pu San has three heads of cattle.

គម្ពីរពីរក្បាលគាំទ្រគ្នាជាសាក្សីអំពីព្រះយេស៊ូវគ្រីស្ទ ។
Two books of scripture support each other as testaments of Jesus Christ.

ព្រះអង្គទ្រង់បានបង្គាប់ថាយើងគួរតែមានប្រពន្ធតែមួយនាក់ ។
The Lord has commanded that we each have only one wife.

ពួកគាត់ទើបតែទិញអង្ករអស់៩០គីឡូ ។
They just bought 90 kilograms of rice.

ពួកខ្ញុំចង់បរិច្ចាគប៊ុច១០០០ដើមដល់សាលាបឋមសិក្សារបស់លោកអ្នក ។
We would like to donate 1,000 pens to your school.

When there is only one of something, the number one can sometimes contract and combine with the noun or classifier that it describes. This is not true for all nouns, but it happens frequently enough to merit mentioning here. When this happens, the ម sound is added to the start of the noun that there is only one of.

មួយ + noun/classifier → ម + noun/classifier

Noun

ថ្ងៃ

one day

ម្លាន

one plate

ម្នី

one pair

ម្ល

one verse

ម្រៀល

one dollar

ម្រយ

one hundred

Although the norm is to include a classifier with any noun you are counting, there are some nouns that simply do not have classifiers. These nouns are often abstract nouns, or sometimes commonly used nouns, that for some reason, don't fit into any classifier category. In these unique circumstances, a noun can function as either the subject of the phrase or the classifier. Therefore, either a noun + number or a number + noun (classifier) order can be used (for instance: ខ្ញុំមានសំណួរមួយ and ខ្ញុំមានមួយសំណួរ are both technically correct). You will also sometimes hear sentences where an obvious classifier is used on its own, without a noun being stated beforehand. If the noun is missing, but a clear classifier is still used, the number has to come before the classifier in your sentence. For instance: យើងយើញម្ភៃនាក់ is missing the noun មនុស្ស, but since នាក់ is obviously a classifier, it still has to go after the number.

Examples

តែថ្ងៃទៀត ខ្ញុំទទួលបុណ្យជ្រមុជទឹក ។
Only one more day and I will be baptized.

ខ្ញុំមានសំណួរមួយអំពីមេរៀននេះ ។
I have a question about this lesson.

សប្តាហ៍នេះយើងបង្រៀនបានហុកសិបមេរៀនដែលមានសមាជិកចូលរួមបង្រៀនជាមួយ ។
This week we taught sixty member present lessons.

គាត់មានតែម្ជាស់ ។
He only has one plate.

យើងច្រៀងតែមួយវគ្គ ។
We only sang one verse.

Adding Demonstratives

When used with classifiers, demonstratives are placed after the classifier in one of two ways, as shown below.

30b

Noun + Number + Classifier + (ទាំង) + នេះ/នោះ

Noun	Number	Classifier	(ទាំង)នេះ/(ទាំង)នោះ
អ្នកផ្សព្វផ្សាយសាសនា	ពីរ	នាក់	(ទាំង)នោះ
those two missionaries			
ទូរស័ព្ទ	ប្រាំ	គ្រឿង	(ទាំង)នេះ
these five telephones			
បទគម្ពីរ	រាប់ពាន់	ទំព័រ	(ទាំង)នោះ
those thousands of pages of scriptures			
ដបទឹក	ពីរ	ដប	(ទាំង)នេះ
these two water bottles			
អ្នករៀន	ដប់	នាក់	(ទាំង)នោះ
those ten investigators			

30c

Noun + (ទាំង) + Number + Classifier + នេះ/នោះ

Noun	(ទាំង)	Number	Classifier	នេះ/នោះ
អ្នកផ្សព្វផ្សាយសាសនា	ទាំង	ពីរ	នាក់	នោះ
those two missionaries				
ទូរស័ព្ទ	ទាំង	ប្រាំ	គ្រឿង	នេះ
these five telephones				
បទគម្ពីរ	--	រាប់ពាន់	ទំព័រ	នោះ
those thousands of pages of scriptures				
ដបទឹក	ទាំង	ពីរ	ដប	នេះ
these two water bottles				
អ្នករៀន	ទាំង	ដប់	នាក់	នោះ
those ten investigators				

Examples

អ្នកផ្សព្វផ្សាយសាសនាទាំងពីរនាក់នោះបានជួយខ្ញុំច្រើនណាស់ ។
Those two missionaries helped me so much.

សូមជូនទូរស័ព្ទទាំងប្រាំគ្រឿងនេះ ដល់មណ្ឌលគៀនស្វាយ ។
Give these five telephones to the Kean Svay District.

បទគម្ពីររាប់ពាន់ទំព័រទាំងនោះត្រូវបានបំផ្លាញ ។
Those thousands of pages of scriptures were destroyed.

កុំភ្លេចថាដបទឹកទាំងពីរដបនេះជារបស់អ្នក ។
Don't forget these two water bottles are yours.

យើងបានដាក់កាលបរិច្ឆេទជាមួយអ្នករៀនទាំងដប់នាក់នោះហើយៗ ។
We already set a date with those ten investigators.

Remember

- Classifiers are words that add size, amount, and meaning to your numbers and nouns.
- Cambodian uses many more types of classifiers than English.
- Using the correct classifier will set you apart as an excellent language speaker.
- A list of the most commonly used Cambodian classifiers is in the appendix.

Pattern Practice

	ខ្ញុំ I		មាន have	ព្រះគម្ពីរមរមន Book of Mormon	មួយ one	ក្បាល book/volume	
តើ question word	យើង We	(មិន/អត់) (negative particle)	បង្រៀន to teach	អ្នករៀន investigator	ពីរ two	នាក់ person	ទេ ? yes/no?
បាទ/ចា Yes (M/F)	អ្នក You		ឃើញ to see	បងប្អូន siblings	បី three	នាក់ person	(ទេ) (negative particle)
អត់ទេ No	ក្រុមគ្រួសារនោះ That family		ពិសា to eat	ម្ហូប food	បួន four	ចាន plate	
	ពួកខ្ញុំ We		ចង់បាន to want (a noun)	រូបថត photo	ប្រាំ five	សន្លឹក sheet	
	បងប្រុស Older brother		ទិញ to buy	ស្បែកជើង shoe	ប្រាំមួយ six	គូ pair	
	ពួកគេ They		ស្វែងរក to find	សំបុត្រ letter	ប៉ុន្មាន how many?	ច្បាប់ article (letters)	

Activities

Personal



Speaking

- A. Practice using classifiers by classifying everything you see in your room. Classify things like the people, the chairs, the beds, the books, and the papers. Also, talk about the dimensions and other characteristics of the room using units of measurement (i.e., describe the length, width, area, height, temperature, etc.).
- B. As you ride your bike, practice classifying everything that you see along the road (e.g., people, the signs, the streets, the buildings, the dogs, the clouds, the trees, the fields, or the motos, etc.).



Listening

- C. You know that a classifier will only appear after a number, so, for a day, listen intently to all words that come after numbers. Are they classifiers? Do you know the word? Write down any words you don't recognize and learn their meaning and usage.
- D. When a classifier is used right after មួយ, then មួយ and the classifier will often be shortened. For instance, "one plate of rice" is technically បាយមួយថាស, but it is typically said បាយម្ចាស. Or "one day" is technically មួយថ្ងៃ, but is often said ម្ល៉ៃ. Listen for contractions like this as you are out today. Practice using these contractions as you speak as well.
- E. Listen for classifiers to be used in situations where their literal meaning might not exactly fit. Different classifiers can be used in different situations to express humor, respect, intimacy, or derision. Sometimes, intentionally using the wrong classifier paints a humorous picture in the listener's mind or exaggerates the size, shape, or character of something. These usages can be particularly common when classifying people or groups of people. Write down examples of what you hear, and try to determine what connotation they meant to get across by using that particular classifier.



Reading

- F. Read Job 42:11–13 in the Cambodian translation of the Bible. On a separate sheet of paper, write down each object listed, and write down the corresponding classifier used next to it. For those objects that didn't have a classifier used with them in this translation, write down an appropriate classifier that could have been used with them. For example: កូនប្រុស៧ → កូនប្រុស៧នាក់



Writing

- G. When using demonstratives (like នេះ or នោះ) in combination with a plural number of objects in Cambodian, the order can be tricky. Practice translating the following sentences on a separate sheet of paper. Use the order (noun) + ទាំង + # + classifier + នេះ/នោះ to do so. Check your answers.

For example:

- i. I love those two companionships of missionaries. ខ្ញុំស្រឡាញ់អ្នកផ្សព្វផ្សាយទាំង២គូនោះ ។
- ii. Take these five boxes to the kitchen. យកទាំង៥ប្រអប់នេះទៅដាក់ក្នុងផ្ទះបាយ ។

1. Let's lift these 10 bags of rice into the truck.
2. I love these eight children of mine.
3. Those four houses flooded.
4. We ride those two bikes over there.
5. These four books of scripture all came from God through prophets.
6. We ordered these three dishes for lunch.
7. Where those three roads intersect is called ប្រមុះជ្រូក.
8. I want to buy these five mangos.

Companion



Speaking

- H. Practice talking about measurements by describing to your companion the dimensions and sizes of things using units of measurement. When doing this, practice inserting the word being measured into the sentence (like weight, length, height, etc.). Practice describing the measurements of five things in this manner to your companion, then switch.

For example:

- i. ក្របីនេះមានទម្ងន់២០០គីឡូ ។ "This water buffalo has weight 200 kilos."
- ii. ទឹកនោះមានកំដៅ (or សីតុណ្ហភាព) ៥០អង្សា ។ "That water has temperature 50 degrees."
- I. Role-play some preparation day activities that you might do as a missionary that would require the use of classifiers. These activities might include going to the market to buy food, negotiating the price for a រ៉ឺម៉ក ride, or going to the seamstress to cut a suit or skirt. Expand your vocabulary as you practice using classifiers in these situations. Write down any instances where you were unsure of how to classify something. Ask a native speaker your questions.
- J. Practice telling a Book of Mormon story to your companion in detail. Use classifiers as often as you can while telling the story to practice this concept. Afterwards, have your companion tell you a different story from the Book of Mormon. Help each other when you have questions about how to classify something. If neither of you can answer a question, write it down and ask a native speaker later how they would classify that thing.



Listening

- K. Sometimes it seems like a noun could either be used as a normal noun or as a classifier. You may wonder whether to put the number before or after the noun in question. For instance, sometimes you may wonder whether to use បីសំណួរ or សំណួរបី when talking about three questions that you have. When there is no clear way of classifying a particular noun, typically either form is acceptable. However, when there is an obvious classifier that can be used, like កូន៥នាក់ or បាយ៥ថាស, the order cannot be reversed (៥កូន or ៥បាយ are not correct). Listen for ambiguous classifier usages, like the សំណួរ example given above. Take note of whether the native put the number before or after the noun. Would it have changed the meaning if they had put it on the opposite side of the word? Is one or the other more correct for that specific instance? Once you have written a few examples down that you've heard, discuss them with your companion and ask a native speaker what they think about the word order in those sentences.

Group



Speaking

- L. Have a member of each companionship create a list of scriptural objects. This person will then ask his or her companion how many of those things there are. Both missionaries will need to use classifiers, whether they are asking or answering. One companion will ask “how many” and the other will answer “this many.” For example “តើមានទាហានប៉ុន្មាននាក់ក្នុងកងទ័ពហេលេមីន ?” “មានទាហានពីរពាន់នាក់ ។” Here are some ideas to get you started:
1. Stones touched by brother of Jared
 2. Ships/barges built by Hagoth or the Jaredites
 3. Years Lehi's family lived in the wilderness
 4. Times Nephi returned to Jerusalem
 5. Days/hours/minutes that Enos prayed
 6. Arrows fired at Samuel the Lamanite
 7. Loaves of Bread and Fish left over after the Sermon on the Mount

Additional Quantity Concepts

Examples

How much does that come to?	តើវាទាំងអស់ថ្លៃប៉ុន្មាន ?
We would like to teach you more about God's plan.	យើងចង់បង្រៀនអ្នកបន្ថែមទៀតអំពីផែនការណ៍របស់ព្រះ ។
My companion ate all my rice.	ដៃគូខ្ញុំញ៉ាំបាយខ្ញុំអស់ហើយ ។
My planner has a rectangular shape.	សៀវភៅផែនការណ៍ខ្ញុំមានរាងត្រីកោណ ។
What's the price of milk?	តើទឹកដោះគោថ្លៃប៉ុន្មាន ?

Explanation

This section covers two additional concepts relating to quantity. First, we will focus on asking and answering questions about how much or how many. The second part of this section will focus on basic math terms. You will learn how to talk about algebraic functions, fractions, percentages, and geometry.

How Much and How Many

You will first learn how to ask “how much” and “how many” questions. Then you will learn the appropriate grammar and vocabulary to answer these questions.

Asking How Much/How Many

To be able to ask “how much?” or “how many?” we must first understand the difference between countable and uncountable nouns. A countable noun is a noun that can be assigned a number and a classifier. Things like books, cars, rules, pencils, and backpacks are all countable nouns. When asking about countable nouns, you must always ask how many. Uncountable nouns are nouns that cannot be assigned a specific number (cannot be counted). They are sometimes referred to as mass nouns. Nouns like this include feelings like faith, happiness, and hope, as well as objects like water, cheese, information, equipment, and garbage. When asking about uncountable nouns you must ask how much. To ask “how much?” or “how many?” follow the grammar forms below.

31a

Noun + ប៉ុន្មាន + classifier

How many?

Noun	ប៉ុន្មាន	Classifier
អ្នកវៀន	ប៉ុន្មាន	នាក់
<i>How many investigators?</i>		
តម្លៃ	ប៉ុន្មាន	រៀល
<i>How much (does it cost)? / How many dollars?</i>		
--	ប៉ុន្មាន	ជំពូក
<i>How many chapters?</i>		
ក្រដាស	ប៉ុន្មាន	សន្លឹក
<i>How many pieces of paper?</i>		
ស្វាយ	ប៉ុន្មាន	ផ្លែ
<i>How many mangos?</i>		

31b

Noun/Verb/Adjective + ប៉ុនណា ?

How much?

Noun	ប៉ុនណា
ស្រឡាញ់	ប៉ុនណា
... love how much?	
យូរ	ប៉ុនណា
How much time? (How long?)	
ជ្រៅ	ប៉ុនណា
How much depth? (How deep?)	
ច្រើន	ប៉ុនណា
How much more? (How much?)	
ស្តាយ	ប៉ុនណា
How much sadness? (How sad?)	
ខ្លាំង	ប៉ុនណា
How much strength? (How strong?)	

Examples

ស៊ីស្ទើរមានអ្នករៀនប៉ុន្មាននាក់ ?

How many investigators do you have?

នាឡិកានេះ តម្លៃប៉ុន្មាន ?

How much is this watch?

ពួកខ្ញុំគួរទិញស្វាយប៉ុន្មានផ្លែ ?

How many mangos should we buy?

ព្រះអង្គស្រឡាញ់អ្នកប៉ុនណា ?

How much does God love you?

បងចាំយូរប៉ុនណា ?

How long did you wait?

បងចាំប៉ុន្មាននាទី ?

How many minutes did you wait?

អីវិលខ្ញុំបានបង្រៀនជ្រៅប៉ុនណា ?

*How deep did you teach?***Using Amounts to Answering “How Much?” and “How Many?”**

When a specific number of something is known, you can answer a “how many” question using the grammar form learned in section 30. All you need to do is replace the word ប៉ុន្មាន with the known quantity. To answer a “how many” question when the actual number amount is not known, and for uncountable nouns in “how much” questions, a new vocabulary is required. If you were asked how much faith is required to repent, you couldn’t answer with a number, instead you would have to reply with a relative amount. You might say, a lot of faith is required to repent. Similarly if someone asked, “How many times do I need to repent?” you could reply with a number, but it more likely you would reply with a relative amount. For example, “You must repent many times, whenever you sin.” Terms of amount like a lot and many are essential to know when trying to respond to questions about how many or how much. Terms of amount are adjectives and adverbs and grammatically appear in a sentence accordingly. Below is a list of common words that can be used to talk about amounts.

31c	Term	Meaning
	ទៀត	further/more
	ជាង	more (comparative)
	ពាក់កណ្តាល	middle/half
	កន្លះ	half
	លើស	more/higher/past
	ជ្រុល	to exceed/overdo/go too far
	ស្ទើរ	incomplete/not quite/almost
	គ្រប់	enough/barely full/all
	ល្មម	adequate amount/enough
	គ្រាន់	acceptable amount/enough
	គ្រប់គ្រាន់	enough
	អស់	out of/gone/empty
	រលីង	totally bare/empty/gone
	ប៉ុនប៉ង	that much/that's all/that's it
	សល់	to be left over/extra/remaining

Examples

ខ្ញុំចង់រៀនទៀតអំពីព្រះយេស៊ូវគ្រីស្ទ ។
I want to learn more about Jesus Christ.

គាត់ចេះខ្មែរជាងខ្ញុំ ។
He knows more Cambodian than I do.

ខ្ញុំអានព្រះគម្ពីរមរមនដល់ពាក់កណ្តាលហើយ ។
I've already read halfway through the Book of Mormon.

យើងសល់តែកន្លះម៉ោង ។
We only have a half hour.

យើងមានបទពិសោធន៍លើសជាងមុន ។
We have more experience than before.

រថយន្តបើកលឿនជ្រុល គួរប្រុងប្រយ័ត្នគ្រោះថ្នាក់ ។
A speeding car should be careful of accidents.

ខ្ញុំនឹងចំណាយពេលស្ទើរមួយជីវិតខ្ញុំបម្រើព្រះយេស៊ូវគ្រីស្ទ ។
I will spend nearly my entire life serving Jesus Christ.

ខ្ញុំបានអានគ្រប់គម្ពីរទាំងអស់ ។
I read all of the scriptures.

ប៉ុនប៉ងល្មមហើយ ។
That much is plenty.

ក្រុមគ្រួសារខ្ញុំមានគ្រប់គ្រាន់ ។
My family has enough.

ខ្ញុំញ៉ាំម្ហូបខ្ញុំអស់ ។
I ate all my food.

គាត់អស់សំណួររលីង ។
He is completely out of questions.

ប៉ុនប៉ងហើយ ។
That's enough.

ពួកខ្ញុំសល់បីខែទៀត ។
We have three months left.

Math Terms

It may surprise you how often you will actually use math terms on your mission as you make purchases and barter at the market, help families create a budget, teach about tithing, or assist a less-active with their math homework.

Algebra

Below is a list of basic algebraic terms that you are most likely to encounter.

31d

Term	Part of Speech	Translation
គណវិទ្យា	<i>noun</i>	<i>math</i>
រូបមន្ត	<i>noun</i>	<i>formula</i>
សមីការ	<i>noun</i>	<i>equation</i>
ស្មើនឹង / ត្រូវជា	<i>verb</i>	<i>equals</i>
បូក	<i>verb</i>	<i>add/plus</i>
ដក	<i>verb/adjective</i>	<i>subtract/minus/negative</i>
គុណ	<i>verb</i>	<i>multiply</i>
ចែក	<i>verb</i>	<i>divide</i>
ស្វ័យគុណ	<i>adjective</i>	<i>exponent</i>
ភាគរយ	<i>adjective</i>	<i>percent (parts in one hundred)</i>
ប្រភាគ	<i>noun</i>	<i>fraction</i>
ទសភាគ	<i>noun</i>	<i>decimal</i>
វិជ្ជមាន	<i>adjective</i>	<i>positive</i>
អវិជ្ជមាន	<i>adjective</i>	<i>negative</i>
ចុច	<i>verb/adjective</i>	<i>point</i>
ពិជគណិត	<i>noun</i>	<i>algebra</i>

Geometry

Below are a few geometric terms that you are most likely to encounter.

31e

Term	Translation
ធរណីមាត្រ / ធរណី	<i>geometry</i>
រង្វង់(មូល)	<i>circle</i>
ចតុកោណកែង	<i>rectangle</i>
ការ៉េ	<i>square</i>
ត្រីកោណ	<i>triangle</i>
រាងពងក្រពើ	<i>oval</i>
កោណរាងសាជី	<i>cone</i>
គីប	<i>cube</i>
ស៊ីឡាំង	<i>cylinder</i>
ពីរាមីត/សាជីជ្រុង	<i>pyramid</i>
រាងបេះដូង	<i>heart</i>
រាងរូបផ្កាយ	<i>star</i>
កាំ	<i>radius/ray</i>
បន្ទាត់	<i>line</i>
ជើង	<i>leg</i>
ប្រវែង / បណ្តោយ	<i>length</i>
ទទឹង	<i>width</i>

Remember

- Countable nouns use a unique vocabulary including the question “how many.”
- Uncountable nouns use a unique vocabulary including the question “how much.”
- Basic algebra and geometry terms will help you in many situations that you encounter.

Activities**Personal****Speaking**

A. Read the following numbers out loud. Ask a native speaker how to say it if you get stuck.

1. 36%
2. -982
3. 6/7
4. 4.37
5. 900000
6. 1/2
7. 10,922,286.88
8. -2.5
9. 120%

- B. Practice talking about the following equations and expressions by reading them out loud in Cambodian. Ask a native speaker for help if you are having difficulty.

For example: $12 / 3 = 4$ ដប់ពីរចែកបីត្រូវជាបួន ។

1. 3×4
2. $6 / 2$
3. $7 + 4 = 11$
4. 32
5. $1 - 4 = -3$
6. 43
7. $\sqrt{25}$
8. $7 \times 5 + 2 - 3 = 34$
9. 214
10. $-400 + 500 = 100$



Writing

- C. Determine if the following sentences would use the word ទៀត or ជាង. While their meanings are fairly different in Cambodian, they are often confused by English speakers who are beginning to learn Cambodian because they can both be translated as “more” in English. Check your answers.

1. គាត់បានផ្តល់អង្ករ_____ឲ្យខ្ញុំ ។
2. អ្នកចេះ_____ខ្ញុំ ។
3. តោះយើងហាត់វាម្តង_____ ។
4. សូមទៅយកកៅអីពីរបី_____ ។
5. ខ្ញុំចូលចិត្តសម្លប្រហើរ តែចូលចិត្តសម្លកាវី_____ ។
6. បន្ទាប់ពីគាត់ យើងបានជួបពានក់_____ ។
7. សូមអានត_____ បានទេ ?
8. តើបងមាន_____ទេ ?
9. ខ្ញុំគិតថាខ្ញុំមានពរជ័យ_____មុន ។
10. សូមថែមបាយ_____បង ។

- D. Translate the following questions on a separate sheet of paper. Use the word ប៉ុន្មាន to ask “how many.” Be aware whether it should go before or after the noun you are asking about (hint: it goes before classifiers, but after normal nouns). Check your answers.

For example: How many cigarettes do you smoke a day? តើអ្នកជក់បារីប៉ុន្មានដើមក្នុងមួយថ្ងៃ ?

1. How many investigators were at church?
2. We should set a goal for how many lessons we will teach next week.
3. How old are you?
4. How many ties do you have?
5. How many missionaries are there in this mission?
6. I'm not sure how many times I have read the Book of Mormon.
7. How many pamphlets do you have with you?
8. How many years have you been learning Cambodian?
9. It's not important how many words we say in our prayers, but rather that we are sincere.
10. How many times can I repent?

- E. Practice using the words កន្លះ and ពាក់កណ្តាល to talk about “half.” កន្លះ is used mostly when talking about classifiers or measuring the units of something. ពាក់កណ្តាល is mostly used when “half” is the subject or object of a sentence. Translate the following sentences on a separate sheet of paper. Check your answers.

1. It is two and a half kilometers to the church building.
2. I'll clean this half, and you clean the other half.
3. We waited for almost half an hour.
4. It seems like half of ភ្ជុំពេញ is gone for Khmer New Year.
5. We ate eight and a half plates of rice.
6. We are halfway there.
7. She read half a chapter.
8. Half of us will pretend to be investigators and the other half will be missionaries.
9. He smokes one and a half boxes of cigarettes a day.
10. That costs \$35.50.

Companion



Speaking

- F. Between you and your companion, come up with 30 sentences that talk about amounts. Use words like លើស ជ្រុល ស្ទើរ គ្រប់ ល្មម គ្រាន់ គ្រប់គ្រាន់ អស់ រលីង ត្រឹម and ប៉ុនប៉ង to do so.
- G. With your companion, practice naming and describing the following shapes. Name each one, then talk about how many sides, edges, and corners each has. List something that you see in everyday life that has that particular shape. Ask a native speaker for help if you don't know some of their names.

Group



Speaking

- H. Have half of the group pretend to be vendors in a market. Use the word ប៉ុន្មាន to ask about their prices for various products that you are looking to purchase. Move around and practice asking “How much?” to several different people. Practice using a variety of ways to ask “How much?” like តំលៃប៉ុន្មាន or ម៉ាន. Do this activity four to five minutes, or once everyone has had a chance to speak to all the vendors. Then switch roles.

Frequency

Examples

In every visit with members, do all you can to encourage them to . . .	នៅរាល់ការជួបសួរសុខទុក្ខជាមួយនឹងសមាជិកចូរប្រឹងឲ្យអស់ពីសមត្ថភាពដើម្បីលើកទឹកចិត្តពួកគាត់ឲ្យ... ។
You may need frequent , short teaching visits . . .	អ្នកអាចត្រូវតែជួបបង្រៀនឲ្យបានញឹកញាប់និងបង្រៀនដោយខ្លីៗ... ។
Bear testimony frequently .	ចែកចាយទីបន្ទាល់ឲ្យបានញឹកញាប់ ។
This weekly planning may take two to three hours to complete.	ការដាក់ផែនការណ៍ប្រចាំសប្តាហ៍អាចចំណាយពេលទៅដល់ពីរ ឬ បីម៉ោង ។
Do not hesitate to bring this up again and again in later meetings	ចូរកុំស្ទាក់ស្ទើរ ដើម្បីសួរម្តងហើយម្តងទៀតនៅពេលជួបលើកក្រោយ ។

Explanation

The frequency of an event can be expressed in general or specific terms. For example, we read our scriptures *often* (general). Contrast that with, we read our scriptures *every day* (specific). Both of these sentences indicate the frequency of scripture reading, but one is general and the other is specific. In this section you will learn how to express both of these types of frequency in Cambodian.

Expressing General Frequency

Below is a list of common general frequency terms. These terms function like prepositions that can be added to your sentence to indicate how often the action in your sentence occurs.

Term	Translation
ជាញឹកញាប់	<i>frequently</i>
ជារៀងៗ	<i>often</i>
យូរៗម្តង	<i>every so often/once in a while</i>
ជួនកាល	<i>sometimes</i>
ពេលខ្លះ	<i>sometimes</i>
ទៅម៉ឺនខាងម៉ឺន	<i>here and there/every other day</i>
ជាធម្មតា	<i>usually/normally</i>
ជាទៀងទាត់	<i>regularly/consistently</i>
ភាគច្រើន	<i>most times/most of the time</i>

Examples

ខ្ញុំហូបបាយជាញឹកញាប់ ។
I eat **frequently**.

យូរៗម្តងគាត់មកព្រះវិហារ ។
Every so often she comes to church.

ជូនកាល យើងបង្រៀនបងក៏ណ្ណ ។
Sometimes we teach Bong Phao.

តើបងចូលរួមនៅព្រះវិហារជាទៀងទាត់ទេ ?
Do you attend church **regularly**?

ជាធម្មតា ពួកខ្ញុំក្រោកឡើងនៅម៉ោងប្រាំព្រឹក ។
Usually we get up at five in the morning.

Specific and Patterned Frequency

Specific frequency adverbs and prepositions tell you exactly how often something happens. There are a few different ways to specify frequency that will be taught in this section.

Basic Grammar

Use the grammar form below to express phrases like once a week, twice a day, and once a year.

32b

number + unit of time + number + ដង (times)

number	unit of time	number	ដង (times)
មួយ	ថ្ងៃ	បី	ដង
three times a day			
មួយ	សប្តាហ៍	មួយ	ដង
once a week			
បី	ខែ	មួយ	ដង
once every three months			
មួយ	ឆ្នាំ	ពីរ	ដង
twice a year			

Examples

ខ្ញុំហូបបាយមួយថ្ងៃបីដង ។
I eat **three times a day**.

ពួកខ្ញុំថ្វាយបង្គំនៅព្រះវិហារមួយសប្តាហ៍ម្តង ។
We attend church **once a week**.

អ្នកផ្សព្វផ្សាយសាសនាថ្មីមកបីខែម្តង ។
New missionaries come **once every three months**.

មួយឆ្នាំពីរដងយើងនិយាយជាមួយក្រុមគ្រួសាររបស់យើង ។
Twice a year, we talk to our families.

Using “-ly” Frequency Adverbs and the Term “Every”

The word ប្រចាំ, when paired with a unit of time, functions similarly to the “-ly” suffix in frequency adverbs such as *daily, weekly, monthly, and yearly*.

32c

Gerund + ប្រចាំ + unit of time

This grammar structure is most commonly found paired with Cambodian gerunds to form titles of regular events like daily prayer, annual conference, and monthly fast. This meaning is similar to the one achieved by using the word “every” before a unit of time.

Verb + ប្រចាំ + unit of time

Unlike ប្រចាំ, terms including រាល់ are typically used directly after a verb, like in the phrases, pray every day, meet every year, and fast every month. Listen to how these two phrases are used by natives, and carefully study the examples below as these terms are often confused by non-native speakers.

gerund	ប្រចាំ	unit of time
ការអធិស្ឋាន	ប្រចាំ	ថ្ងៃ
<i>daily prayer</i>		
ការប្រជុំមណ្ឌល	ប្រចាំ	សប្តាហ៍
<i>weekly district meeting</i>		
ការតមអាហារ	ប្រចាំ	ខែ
<i>monthly fasting</i>		
សន្និសិទ្ធិទូទៅ	ប្រចាំ	ឆ្នាំ
<i>annual general conference</i>		
verb	រាល់	unit of time
អធិស្ឋាន	រាល់	ថ្ងៃ
<i>daily prayer</i>		
ប្រជុំមណ្ឌល	រាល់	សប្តាហ៍
<i>weekly district meeting</i>		
តមអាហារ	រាល់	ខែ
<i>monthly fasting</i>		
មានសន្និសិទ្ធិទូទៅ	រាល់	ឆ្នាំ
<i>annual general conference</i>		

Remember

- General frequency terms act as prepositions to show timing of events.
- Specific frequency terms are expressed using phrases like once-a-, twice-a-, every, and -ly adverbs.
- Be careful not to mix up ប្រចាំ and រាល់ when using specific frequency adverbs and adjectives.

Activities

Personal



Speaking

- A. Ask and answer the following questions out loud to yourself in Cambodian.
1. How often do you kneel to pray?
 2. How many hours of sleep do you get in a week?
 3. How many meetings do you attend in a week?
 4. How many miracles do you see per day?
 5. How often do you thank Heavenly Father for your companion?



Listening

- B. Listen in church to all of the different examples expressing frequency and quantity that are used by the speakers. Write down some of these examples in your language notebook.



Reading

- C. Read the story of Daniel in the lions' den in Daniel 6:10-23. After reading the story, write a sentence that describes how frequently Daniel prayed. Share with your companion what you learned from this scripture about the importance of frequent prayer.



Writing

- D. Fill in the blanks with either ប្រចាំ or រាល់. Check your answers.
1. ថ្ងៃនេះយើងធ្វើការដាក់ផែនការ____សប្តាហ៍ ។ (weekly)
 2. យើងដាក់ផែនការជារៀង____ថ្ងៃ ។ (every day)
 3. ពួកខ្ញុំសរសេរសំបុត្រជូនប្រធានបេសកកម្ម____អាទិត្យ ។ (every week)
 4. តើពួកស៊ីស្ទើរអាចអញ្ជើញចូលរួមក្នុងការប្រជុំ____ខែរបស់រូងយើងបានទេ? (monthly)
 5. យើងគួរតែតាមដាននឹងគាត់____ថ្ងៃអំពីការជក់បារី ។ (every day)
 6. សមាជិកទាំងអស់គួរតែឆ្លៀតឱកាសទៅចូលរួមសន្និសីទរូង ____ឆ្នាំ ។ (annual ward conference)
- E. Translate the following sentences from English to Cambodian. Check your answers.
1. Normally, fast Sunday is the first Sunday of the month.
 2. We listen to general conference every six months.
 3. Eventually, I will understand everything they say.
 4. We can't go to the temple very often.
 5. Drinking coffee occasionally is still against the Word of Wisdom.
 6. We pass that វគ្គ practically every day.
 7. I understand more and more Cambodian every day.
 8. We can take the sacrament once a week.
 9. Reading the scriptures daily will give you strength to overcome temptation.
 10. You can pray as many times a day as you want.
 11. Missionaries continuously study the scriptures.

- F. Write a letter to your recent converts to encourage them to attend church and read their scriptures often. Ask questions to find out how frequently they are serving and worshipping at church.

Companion



Speaking

- G. Prepare to teach a recent convert or less-active member about prayer. Start out by asking questions about their daily habits (i.e., “How many times do you eat per day?” or “How many times do you wash your hands per day?”), then ask them how many times a day he or she prays. Explain that prayer is an important habit that we don’t just do once or twice a day. Commit him or her to pray at least twice a day. Practice teaching your companion about prayer, and be sure to switch roles.
- H. Come up with 20 sentences that use the word “again” with your companion. Alternate between using ម្តងទៀត ឡើងវិញ and សារ(ជា)ថ្មី. Afterwards, discuss with your companion how they may sometimes have slightly different meanings, particularly ឡើងវិញ. For instance, think about whether saying ព្រះយេស៊ូវគ្រីស្ទទ្រង់ស្តារសាសនាចក្រទ្រង់ឡើងវិញ is different from ព្រះយេស៊ូវគ្រីស្ទទ្រង់ស្តារសាសនាចក្រទ្រង់ម្តងទៀត. Discuss whether it makes sense to say ខ្ញុំចង់ទៅហាងបាយនោះឡើងវិញ instead of ខ្ញុំចង់ទៅហាងបាយនោះម្តងទៀត. Ask a native if you have questions.



Listening

- I. Prepare a lesson about the blessings of regular church attendance. Discuss with one another how frequent church attendance has blessed you and your family. How is attending church more than just a social activity or a good thing to do? Use the grammar principle as you listen and discuss ideas with your companion. Plan to share this lesson at a family home evening at an investigator or member’s home.
- J. With your companion, take turns being an investigator with an addiction. After teaching the Word of Wisdom, listen to your investigator’s concerns. After discovering his or her addiction, ask your investigator how frequently he or she feels tempted to do these things. Help him or her set goals to completely get rid of the harmful habits, using things like prayer and fasting to help overcome temptation and repent.



Writing

- K. Think of the activities that you perform often, and write them down in Cambodian. Then, write down a sentence for the amount of time and the number of times you spend doing the activities. Decide whether or not you are using this time effectively.
- L. With your companion, practice translating the following sentences. Multiple answers are possible for each sentence. Check your answers.
1. We go over to her house sometimes.
 2. Sometimes I get impressions to speak to random people.
 3. I don’t know what is being said in the lesson sometimes.
 4. Sometimes we buy sugarcane juice when it’s very hot.
 5. Sometimes we feel discouraged.
 6. We stop sometimes while contacting to pray for inspiration.
 7. I know that sometimes our challenges seem impossible to overcome.
 8. Sometimes my trainer would make the calls, but most of the time he had me make them.
 9. Sometimes I smoke.
 10. He even reads in the Bible sometimes.

Group



Speaking

- M. Pair up with another companionship in your group. One companionship will pretend to be the missionaries and a missionary from the other companionship will pretend to be ភ័ក្ត្រដា. Today you are teaching ភ័ក្ត្រដា the Word of Wisdom. ភ័ក្ត្រដា doesn't have very good health because all he eats and drinks every day is junk food and tea. Teach ភ័ក្ត្រដា that part of keeping the Word of Wisdom is to not only avoid harmful substances, but to eat healthy food as well. With your companion, have one missionary take the role of ភ័ក្ត្រដា and the other of the missionary. Ask ភ័ក្ត្រដា questions about his eating habits, and teach him of the blessings he will receive by keeping the Word of Wisdom. When you are finished, switch roles and do it again.
- N. As a group, fill out the following table in Cambodian about what investigators and recent converts need to do in order to progress spiritually and at what frequency they need to do it. Afterwards, make a similar table, but for what missionaries need to do in order to be obedient and have the Spirit.

Always/multiple times a day	Daily	Weekly	Monthly	1–2 times a year	Once in a lifetime/rarely



Listening

- O. Invite a member to share their conversion story with your district. Listen carefully and consider asking them questions related to frequency of events, such as how many times the missionaries taught them, how long it took them to receive an answer about the Book of Mormon, or how many days it took them to give up an addiction.
- P. Pair up with another companionship in your group. One companionship will pretend to be the missionaries and a missionary from the other companionship will pretend to be ប៉ុរី. ប៉ុរី struggles to keep the Word of Wisdom because she has smoked her whole life. She has tried quitting in the past, but she feels that she can't do it because it is too hard. She has tried to get help, but she has come to the conclusion that it is easier to accept that she will never be able to quit smoking. With your companion, have one missionary take the role of ប៉ុរី, and the other of the missionary. Ask ប៉ុរី what she has done to try to quit smoking, and listen to her response. Teach her that through the Atonement of Jesus Christ, we can overcome any trial that we face. When you are finished, switch roles and do it again.



Reading

- Q. Read Enos 1:1–5 as a group. While Enos was in the woods he thought of the words that his father had spoken “often.” Discuss with the district other situations in the scriptures when events or words are repeated multiple times. Why was it repeated? Think about something your parents or a loved one taught you often. Share it with your companion using frequency words.

Inclusion and Exclusion

Examples

We will all suffer physical death.	យើងទាំងអស់គ្នានឹងត្រូវស្លាប់ខាងសាច់ឈាម ។
Your purpose is not only to cover the material . . .	គោលបំណងរបស់អ្នកគឺមិនត្រាន់តែបង្រៀនតាមឯកសារ ប៉ុណ្ណោះទេ . . .
Sadly, many people rejected that gospel; even some of those who accepted . . .	ជាអកុសល មានមនុស្សជាច្រើនបានបដិសេធដំណឹងល្អនោះ សូម្បីតែមនុស្សខ្លះដែលបានទទួល . . .
I declare unto you that except ye shall repent . . .	ខ្ញុំសូមប្រកាសដល់អ្នករាល់គ្នាថា លើកលែងតែអ្នករាល់គ្នាប្រែចិត្ត . . .
Tithing funds are used to carry the gospel to all the world.	មូលនិធិដង្វាយមួយភាគក្នុងដប់ត្រូវបានប្រើដើម្បីនាំយក ដំណឹងល្អទៅកាន់ពិភពលោកទាំងមូល ។

Explanation

Inclusive and exclusive words can take the form of verbs, adverbs, adjectives, or conjunctions. Regardless of their part of speech though, these types of words are an important part of your language skills. As you learn the essential grammar in this section, ponder other ways that these words can bring greater power to your teaching and further light and truth to your investigator.

Except, Unless, As Long As, Even

Except, unless, as long as, and even are used similarly in Cambodian because they all include the ending particle តែ.

Word	Meaning
លើកលែងតែ*	unless/except
ឲ្យតែ	as long as/so long as/provided that
សូម្បីតែ	even

*The phrase ក្រៅពី can also be used to mean “except” or “besides.” លើកលែងតែ can be used to mean “unless” as well as “except” and “besides.”

Each of these three words are used as prepositions before noun phrases, just like in English.

លើកលែងតែ + Noun Phrase

ឲ្យតែ + Noun Phrase

សូម្បីតែ + Noun Phrase

លើកលែងតែ / ឲ្យតែ / សូម្បីតែ	Noun Phrase
លើកលែងតែ	គាត់ប្រែចិត្ត
Except he repent . . .	
លើកលែងតែ	ខ្ញុំនាប់ជា

33a

Quantity

Unless I get better . . .	
ឲ្យតែ	យើងមានសេចក្តីជំនឿ
As long as we have faith . . .	
ឲ្យតែ	ព្រះបិតាឆ្លើយ
So long as Heavenly Father answers . . .	
សូម្បីតែ	ព្រះយេស៊ូវគ្រីស្ទបានអធិស្ឋាន
Even Jesus Christ prayed . . .	
សូម្បីតែ	កូនតូចៗនឹងទទួល
Even small children will receive . . .	

Only, Just, Exclusively

There are two different grammar forms used to express the meaning of *only*, *just*, and *exclusively* (*purely*). The first form is similar to the form you just learned above. The second form is slightly more challenging as the grammar differs from English.

Basic Form

Only, *just*, and *purely* also use the particle តែ. These three words are placed after the noun but before the verb of a sentence. The end particle ប៉ុណ្ណោះ is sometimes used in conjunction with these words as a complementary end particle.

Word		Meaning	
គ្រាន់តែ		only/just barely	
ត្រឹមតែ		only equal/just up to	
សុទ្ធតែ		purely/exclusively	
(តែ)ប៉ុណ្ណោះ		that's it/only (end particle)	
Noun + គ្រាន់តែ/ត្រឹមតែ/សុទ្ធតែ + Verb Phrase + (ប៉ុណ្ណោះ)			
Noun	គ្រាន់តែ/ត្រឹមតែ/ សុទ្ធតែ	Verb Phrase	(ប៉ុណ្ណោះ)
ខ្ញុំ	គ្រាន់តែ	មាន៥រៀល	(ប៉ុណ្ណោះ)
I only have five dollars.			
គាត់	គ្រាន់តែ	ស្គាល់ពួកស៊ីស្ទើរ	(ប៉ុណ្ណោះ)
She only knows the sisters.			
ពួកគេ	ត្រឹមតែ	រៀនដល់ការអធិស្ឋាន	(ប៉ុណ្ណោះ)
They have only learned up to prayer.			
លោកពូ	ត្រឹមតែ	អានដល់ជំពូកទីពីរ	(ប៉ុណ្ណោះ)
He (younger uncle) has only read until chapter two.			
អំប្រុស	សុទ្ធតែ	ពិសាសាច់គោ	(ប៉ុណ្ណោះ)
You (older uncle) exclusively eat beef.			
ព្រះគម្ពីរមរមន	សុទ្ធតែ	បង្រៀនសេចក្តីពិត	(ប៉ុណ្ណោះ)
The Book of Mormon exclusively teaches truth.			

Altered Form

The តែ particle can be placed after a verb to convey the meaning of “only” as well. This form is commonly used in more casual settings.

33c

Subject + Verb phrase + តែ + Object			
Subject	Verb Phrase	តែ	Object
ជីវិតនេះ	ចេះ	តែ	ពិបាក
<i>This life is only ever hard. (only knows how to be)</i>			
ម្ហូបឃ្នឹង	ឆ្ងាញ់	តែ	ចំពោះអ្នក
<i>That food is delicious only to you.</i>			
ខ្ញុំ	សូមនិយាយ	តែ	មួយម៉ាត់
<i>I'd like to say one thing really quick.</i>			
ហើយបើអ្នក	សង្គ្រោះ	តែ	ព្រលឹងមួយ
<i>And if you save but one soul . . .</i>			
អ្នកមីង	រីកចំរើន	តែ	បន្តិច
<i>You (younger aunt) are progressing only a little.</i>			
ពួកគេ	ធ្វើ	តែ	ការល្អ
<i>They only do good things.</i>			

All, Including, Every

Below is a list of other words that can indicate inclusion or exclusion in a sentence. These words have a variety of uses. Study the subsequent examples to gain an understanding of how these words work.

33d

Word	Usage	Meaning
ទាំង	ទាំង + noun + ទាំង + noun/ ទាំង + noun + នឹង + noun	both <u>noun</u> and <u>noun</u> / including <u>noun</u> and <u>noun</u>
ទាំងអស់	noun + ទាំងអស់	all
ទាំងមូល	noun + ទាំងមូល	all, whole, entire
ទាំងស្រុង	noun + ទាំងស្រុង	all, totally, completely
គ្រប់	គ្រប់ + noun	every, each
សព្វ	prefix, verb + សព្វ	all, each, every, full, whole

Examples

មនុស្សទាំងអស់អាចប្រែចិត្ត ទាំងចាស់ទាំងក្មេង ទាំងអ្នកបរិសុទ្ធនិងអ្នកបាប ។
Everyone can repent, **both** old **and** young, saint **and** sinner.

ប្រជាជនទាំងអស់ត្រូវការជំនួយនៅជីវិតនេះ ។
All people need help in this life.

ទីក្រុងទាំងមូលពោរពេញដោយមនុស្ស ។
 The **entire** city was full of people.

កាលណាប្រុសម្នាក់ធ្វើបាបគ្រួសារគាត់ គឺគាត់ខុសទាំងស្រុង ។
 When a man abuses his family, he is **completely** out of line.

ចម្លើយរបស់គាត់ ខុសទាំងស្រុង ។
 Her answer was **completely** wrong.

ផ្ទះមួយនៅខាងណោះនេះទាំងស្រុង ។
 A house over there **completely** burned down.

ខ្ញុំយល់មេរៀននេះសព្វ ។
 I **fully** understand this lesson.

Remember

- Inclusive and exclusive words are usually an adjective or adverb.
- Some inclusive and exclusive words use the តែ particle, which can be used in conjunction with these words or on its own.
- Be careful when placing these words in a sentence as they can occur before or after both nouns and verbs.

Activities

Personal

**Speaking**

- A. Practice using the word ក៏ to show indifference between several options. Come up with five sentences that use this principle. Say the sentences out loud as you think of them.

For example:

-យើងអាចហូបបាយនៅកន្លែងណាក៏បាន កន្លែងនេះក៏ឆ្ងាញ់ កន្លែងនោះក៏ឆ្ងាញ់ដែរ ។

-ហេតុអ្វីខ្ញុំត្រូវតែជឿតាមព្រះយេស៊ូវ ? ព្រះយេស៊ូវក៏ល្អ ព្រះពុទ្ធក៏ល្អ សាសនាគេផ្សេងទៀតក៏ល្អ ...

**Listening**

- B. The words គ្រាន់តែ ត្រឹមតែ and សុទ្ធតែ all mean “only” and are basically interchangeable in many contexts. They can have different connotations though. Listen for these three words’ usages, and try to determine when it is best to use each word. In your notebook, write a summary describing the different meaning or feeling conveyed by each word, and compare and contrast their usages.



Reading

- C. Read the following verses, each of which convey a meaning similar to “except” and “unless.” Notice which words were used to convey these meanings in Cambodian.
1. Alma 42:13
 2. Helaman 8:7
 3. Doctrine and Covenants 5:3
 4. 2 Nephi 27:12
 5. 1 Corinthians 14:5–6
 6. John 15:4
- D. Read the following verses, each of which convey a meaning similar to “besides.” Notice which words were used to convey this meaning in Cambodian.
1. Alma 40:3
 2. Doctrine and Covenants 128:15
 3. Alma 39:1
 4. Mormon 8:9
 5. Alma 34:12
 6. Doctrine and Covenants 52:9



Writing

- E. Cambodians will often add តែ after a verb to convey the idea of “only.” This is done instead of saying គ្រាន់តែ ត្រឹមតែ or សុទ្ធតែ. For instance, “I only have . . .” could be said ខ្ញុំគ្រាន់តែមាន . . . or ខ្ញុំមានតែ . . . The latter structure is more commonly used. In this activity, practice using the full form of គ្រាន់តែ ត្រឹមតែ and សុទ្ធតែ. In the next activity you will practice attaching just តែ to the end of verbs. Translate the following sentences. Check your answers (there are multiple possible correct answers).

For example: I only know a few phrases in Cambodian. ខ្ញុំគ្រាន់តែចេះខ្មែរពីរបីម៉ាត់ ។

1. I only have one copy of the Book of Mormon with me.
 2. I have only served for two transfers in this area.
 3. I only ate two plates of rice before I was full.
 4. My investigator only has sisters.
 5. We have to ride for only 10–15 minutes to get to her house.
 6. I only wrote three paragraphs in my journal last night.
 7. I want to only buy fruits and vegetables at the market.
 8. I only want to do what is right.
 9. There is only one true church.
 10. I only have purple and red ties.
- F. Translate the same sentences from activity E; however, this time attach តែ to the verb in order to communicate the meaning of “only.” Note that sometimes the តែ will be directly attached to the verb, following the form Verb–តែ–Object, or Verb–តែ–Object–Number–Classifier. Sometimes it will come immediately after the object, following the form Verb–Object–តែ–Number–Classifier. Also, if people are emphasizing that there is “only one” of something, they will occasionally attach the word គត់ after មួយ. For instance, មានសាសនាច្រើនតែមួយគត់ ។ Check your answers.
- For example: I only know a few phrases in Cambodian. ខ្ញុំចេះខ្មែរតែពីរបីម៉ាត់ ។

- G. The words ទាំងអស់ ទាំងមូល and ទាំងស្រុង are used to respectively mean *all, entirely/all of/whole*, and *completely/totally*. Their usages are similar, but their meanings are slightly different. For example, if you were to say “កងទ័ពសាសន៍លេមីនបានបំផ្លាញទីក្រុងទាំងអស់,” it would mean, “The Lamanite armies destroyed all the cities.” If you were to say, “កងទ័ពសាសន៍លេមីនបានបំផ្លាញទីក្រុងទាំងមូល,” it would mean, “The Lamanite armies destroyed the entire city.” If you were to say, “កងទ័ពសាសន៍លេមីនបានបំផ្លាញទីក្រុងទាំងស្រុង,” it would mean, “The Lamanite armies completely destroyed the city/cities.” Practice using these three words by writing a paragraph in Cambodian that summarizes the first lesson. Use all three words to help you describe or emphasize concepts, principles, and events in the first lesson.

Companion



Speaking

- H. Practice using the word សូម្បីតែ by teaching your companion about the power of Christ's Atonement. Find a way to use it five times as you practice teaching. Teach for three minutes, then switch with your companion.



Listening

- I. For one week, listen for the words រាល់ គ្រប់ and សព្វ. At the end of the week, come together with your companion and discuss what patterns the two of you noticed in these three words' usages. Though they can all be used to mean “every,” in which circumstances and situations is each used? In which circumstances are they possibly interchangeable? Discuss these questions with each other. If you have questions, write them down in Cambodian, and ask a native speaker.



Reading

- J. Read the following verses in Cambodian with your companion. Afterwards, discuss how you can best communicate the idea of “among”/“in the midst of” in everyday conversation.
1. John 1:3
 2. Alma 19:10
 3. Alma 1:3
 4. 2 Nephi 16:5
 5. 3 Nephi 2:10



Writing

- K. Pick one of the lessons that you are going to teach today. With your companion, brainstorm five sentences which use the word ទាំង to communicate the idea of “both,” whether that be “ទាំង . . . ទាំង . . .” or “ទាំង . . . និង . . .” After you have come up with five sentences that use ទាំង, come up with five more that use “. . . ផង . . . ផង” to communicate the idea of “both.” Write them all down. Choose a couple sentences feel the most appropriate to incorporate into your lesson. Share them in your lesson later that day.

For example:

- ពេលណាយើងសុចរិត យើងអាចមានព្រះវិញ្ញាណគង់នៅជាមួយយើង ទាំងយប់ ទាំងថ្ងៃ ។

- “ទ្រង់ពុំបដិសេធអ្នកណាម្នាក់ដែលមករកទ្រង់ឡើយ គឺទាំងខ្មៅ និងស ទាំងបារគេ និងសេរី ទាំងប្រុស និងស្រី ។” (2 Nephi 26:33)

Review: Quality, Quantity, Number, and Sequence

This review will help you see how well you have learned the material in the previous sections. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking and Answering Questions of Quality, Quantity, Number, and Sequence

- Numbers
- Specifiers
- Classifiers
- Amounts
- Math
- Shapes
- Frequency
- Inclusive and Exclusive Words

Activities

Personal



Speaking

- A. Practice testifying of Christ while using demonstratives (នេះ តើនោះ). Come up with a list of five things you could testify of to someone while you are contacting. Set a goal to use the phrases you practiced in your studies.



Writing

- B. Translate the following sentences from English to Cambodian. Check your answers.
1. Jesus chose twelve apostles.
 2. I ate two plates of mango sticky rice.
 3. Who gave us this referral?
 4. There were only 100 operating temples in the world then.
 5. There are still six more chapters in Alma that I haven't read.
 6. We don't have any progress records left.
 7. The Church was organized in the year 1830.
 8. Some members drive cars, but many of them drive motorcycles.
 9. Praying every day will bring you closer to Christ.
 10. The whole chapel was filled with people that came to hear the apostle speak.

Companion



Speaking

- C. Go to a morning market in your area with your companion. Talk about the quality and quantity of the different items for sale. For example: Here they sell different types of meat by the kilo.
នៅទីនេះ គេលក់សាច់ផ្សេងៗជាគីឡូ ។
- D. Tell your companion about how often you do everyday things, such as brushing your teeth, showering, and reading your scriptures. Try and use both specific words related to frequency (three times a day) as well as general words (often). After you are done, switch with your companion.



Listening

- E. Listen for different ways to ask “only.” Write down any forms of “only” that you hear and are unfamiliar with or that you don’t use yourself very often. Refer to the list throughout the next day, and try and use all the unfamiliar forms of “only” that you had previously written down.



Writing

- F. Write down a list of scripture references to give out to different members and investigators. Practice writing out the scriptures using Cambodian numbers. Explain to your companion why you chose these scriptures to give to these people.

Group



Speaking

- G. As a district, see how fast you can count to 100 by counting in multiples of five. Try it again by counting by multiples of three, four, and six.



Listening

- H. Invite two members to attend your district meeting and have them explain how the bartering system works, including when and where it is appropriate to barter. Ask them to give tips on bartering and give a demonstration. Also, ask what typical prices would be for frequent purchases that you make, like haircuts, prices of different meats and fruits, or កង់ប៊ី rides. Pay close attention to their use of numbers and quantity terms, as well as the question word ប៉ុន្មាន.

Asking and Answering Questions of Time, Date, and Location

Purpose

This function will help you talk about when and where things happen; for example, when is church and how do you get there? The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- The church is **across from** the bank. (Location and Direction)
- Joseph Smith was born **in the year 1805**. (Time)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- “The Restoration of the Gospel of Jesus Christ through Joseph Smith” (When was the First Vision? When did Joseph Smith receive the priesthood? When was the Church restored?)
- “The Spirit World” (Where do we go when we die? How long are we there?)
- “Kingdoms of Glory” (Who goes to each kingdom?)
- “Baptism, Our First Covenant” and “The Gift of the Holy Ghost” (Where does each part of baptism [baptism, confirmation] take place? When are my investigators getting baptized?)

Tasks from the *Missionary Vocabulary and Phrases Book*

- “Conduct a Meeting” (When does each part of the meeting happen?)
- “Give Directions” (What is the destination close to? What do you pass along the way?)
- “Make Appointments” (When are they free? Where is the appointment?)
- “Plan Daily and Weekly Activities” (When and where will each appointment/activity take place?)

Location and Direction

Examples

To get there , it takes about an hour.	ដើម្បីទៅដល់ទីនោះ ត្រូវចំណាយពេលប្រហែលមួយម៉ោង ។
Eternal life is given to those who endure to the end.	ជីវិតជំនាន់អស់កល្បជានិច្ចត្រូវបានប្រទានឲ្យដល់អ្នកទាំងឡាយដែលស្ម័គ្រចិត្តទ្រាំរហូតដល់ទីបញ្ចប់ ។
Brother . . . will be our first speaker.	បងប្រុស....ជាអ្នកឡើងនិយាយទីមួយរបស់យើង ។
Get off at the station.	ចុះនៅស្ថានីយ៍ ។
Follow up within the next day or two at the homes . . .	ធ្វើការទំនាក់ទំនងមួយទៀត នៅថ្ងៃបន្ទាប់ ឬពីរថ្ងៃក្រោយនៅផ្ទះ... ។

Explanation

Direction words are used to indicate places and their relationships to each other. In this section you will learn how to ask and answer questions about location. This section focuses specifically on cardinal directions like *north* and *south*, and relative directions like *left* and *right*. These words will be essential to you as you learn the geography of the area in which you have been assigned to labor.

Note: Prepositions are a useful tool when discussing location and are addressed in section 9.

Asking Where

Asking where is as simple as saying *which location*. To do this you must use the location particle នៅ. It indicates to the listener that a word is associated with location and is an integral part of asking about a location.

34a

Noun + នៅ + (ឯ/ទី/កន្លែង)* + ណា ?

Noun + located + (at/direction/place) + which?

តើ	Noun	Located	At/direction/place	Which
តើ	ព្រះវិហារ	នៅ	--	ណា ?
<i>Where is the church?</i>				
តើ	ផ្ទះរបស់អ្នក	នៅ	ឯ	ណា ?
<i>Where is your home?</i>				
តើ	បន្ទប់ទឹក	នៅ	ទី	ណា ?
<i>Where is the bathroom?</i>				
តើ	ដៃគូខ្ញុំ	នៅ	កន្លែង	ណា ?
<i>Where is my companion?</i>				
តើ	ព្រះគ្រីស្ទ	នៅ	--	ណា ?
<i>Where is Christ?</i>				

*Many other words can be inserted in this spot, such as ខាង ម្តុំ and តំបន់.

Directions

This section will introduce the necessary vocabulary to talk about cardinal and relative locations and guide you through examples of how they are used in everyday language. This will allow you to answer questions about location and direction as they come up in everyday conversation.

Cardinal Directions

Cardinal directions are directions that never change relative to your position. The main cardinal directions are north, south, east, and west. You will hear cardinal directions as people describe the geography of Cambodia. Many stakes and wards are named with cardinal directions. Study the list of cardinal directions below.

34b

Direction Vocabulary	Meaning
ទិសដៅ	<i>direction</i>
ខាង	<i>side</i>
(ទិសខាង)ជើង	<i>north</i>
(ទិសខាង)ត្បូង	<i>south</i>
(ទិសខាង)កើត	<i>east</i>
(ទិសខាង)លិច	<i>west</i>
ទិសខាងជើងឆៀងខាងកើត	<i>northeast</i>
ទិសខាងជើងឆៀងខាងលិច	<i>northwest</i>
ទិសខាងត្បូងឆៀងខាងកើត	<i>southeast</i>
ទិសខាងត្បូងឆៀងខាងលិច	<i>southwest</i>

Examples

ព្រះវិហារនៅខាងជើងផ្សារ ។
The church is north of the market.

ផ្លូវជាតិលេខ១នាំទៅទិសខាងត្បូងឆៀងខាងកើត រហូតទៅដល់វៀតណាម ។
National Road 1 heads southeast all the way to Vietnam.

វានៅខាងលិចសៀមរាប ។
It's west of Siam Reap.

ស្តុកខាងត្បូងមានអ្នកកាន់បព្វជិតភាពច្រើន ។
The south stake has many priesthood holders.

ប្រទេសថៃនៅទិសខាងជើងឆៀងខាងលិចប្រទេសខ្មែរ ។
Thailand is northwest of Cambodia.

Relative Directions and Locations

Relative directions also describe how to get to locations, like *right*, *left*, *in front of*, and other prepositions of place. Study the list of relative directions below.

34c

Direction Vocabulary	Meaning
បត់	turn
ឈប់	stop
ត្រង់	straight
ថយទៅវិញ / បកក្រោយ	go back
ស្តាំ	right
ឆ្វេង	left
ហួស	past
ជិត	close
ដល់	to

Examples

បត់ស្តាំនៅភ្លើងស្តុបនេះ ។
Turn right at this stop light.

ឈប់នៅព្រះវិហារ ។
Stop at the church.

យើងត្រូវតែថយទៅវិញ ។
We need to **turn around**.

វានៅហួសកន្លែងចាក់សាំង ។
It's **past** the gas station.

បត់ឆ្វេង រួចទៅត្រង់ដល់រូបដំរី ។
Turn left, then go **straight** to the elephant statue.

Remember

- To ask *where*, ask “which location?”
- Cardinal directions are the absolute directions you would find on a compass.
- Relative directions are useful when helping someone to navigate.

Activities

Personal



Speaking

- A. Describe the location of the church in your area. Think of at least two different ways to explain how to get to the church, then practice saying them out loud.



Reading

- B. Read hymn six from the Cambodian *Children's Songbook*, “ការអធិស្ឋានរបស់កុមារ.” Look for and write down the location words in the song.

- C. The word ទី is a very versatile word in Cambodian. It is used in many different words. It almost always gives a connotation of location. For example, many location words like ទីក្រុង or ទីតាំង use ទី at the beginning of the word to show that the noun is a place. Other times, ទី is used with verbs or nouns to show that something is the object of something else, like one's love or respect. For example, ទីស្រឡាញ់ literally means "the location of one's love." In instances like this, ជា connects the noun to the ទី phrase, and will often be completed by a possessive. For example, you might begin a prayer with ឱព្រះជាទីស្រឡាញ់របស់ទូលបង្គំ . . . Read the following verses that show some ways that the word ទី is used.
1. 3 Nephi 8:3
 2. 1 Nephi 16:9
 3. 2 Nephi 31:1
 4. Doctrine and Covenants 60:15
 5. 3 Nephi 4:1
 6. Matthew 3:17
 7. Alma 53:2
 8. 2 Nephi 17:11
 9. 2 Nephi 23:19
 10. Doctrine and Covenants 81:1



Writing

- D. Write the correct location words that should be used in the sentence. Do not translate the whole sentence. Check your answers.
1. We came here to receive a body.
 2. When he went there, he found the golden plates.
 3. While he was there, Alma ordained priests to teach the people.
 4. The pioneers moved from this spot to Utah.
 5. Alma went there to teach with Zoramites.
 6. The bishop came here with us to teach about the Book of Mormon.
 7. The nearest បារាំងបាយ is over there.
 8. Jesus came here to atone for our sins.
- E. Translate the following questions asking about location. Check your answers.
1. Where are we going?
 2. Where does your friend live?
 3. Where did we live before we were on earth?
 4. Where will this bus stop?
 5. Where is the church building?
 6. Where did you read to in the Book of Mormon?
 7. Where is the nearest temple?
 8. Where did you just come from?
 9. Where is her apartment?
 10. Where can we sit?

F. Translate the following sentences from English to Cambodian. Check your answers.

1. We're going to the chapel.
2. Can we teach your friend at his house?
3. Before this life we lived in heaven.
4. This bus to Bangkok is full.
5. We meet at the church for all of our meetings.
6. Where are you reading right now?
7. The nearest temple is in Hong Kong.
8. We will wait in the spirit world until the resurrection.
9. When you get to the light, turn right and go to the last house on the left.
10. There are two empty seats in that row.

Companion



Speaking

- G. Looking at a map of your area, talk about the location of different places in your area, such as the church or your favorite restaurant. As you talk about the location of these different places, practice using cardinal directions (ខាងជើង ខាងត្បូង ខាងកើត ខាងលិច) to talk about their locations in your area. Cardinal directions are important to know in each of your areas, especially in the provinces, where cardinal directions are a key way of giving directions to people and telling others where you are going or coming from.
- H. Plan splits with your companion so that you are each with a member. At the beginning of your exchanges, have each missionary explain to the member where you will be going and what you will be doing. After you have both had a chance to explain, ask the members whether or not you used the location words correctly.
- I. 34b-c. Practice giving directions to your companion by guiding him or her through a map of your area. Do not say where your intended destination is. See if you can get your companion there using only words. Try to be as detailed as possible in your descriptions (don't just say ប៉ុន្មាន and ប៉ុន្មាន). Use landmarks and cardinal directions to help guide your companion. Do this to get him or her to three different locations. Then switch with your companion.



Listening

- J. Get to know a less-active member in your area by preparing a few questions about his or her family, school, or work (e.g., Where do you work? How long have you worked there? What do you do there? Where is your family originally from? Where did you meet your spouse?). Use location words to find out more about this person. After you share a message, invite him or her to attend sacrament meeting or an activity at the church.
- K. Look through your area book and find out whose addresses have not been recorded in the area book yet. Contact those people and fill out their address or a description of how to find their house. Practice copying down these addresses in Cambodian. Become familiar with the Cambodian system of addresses. While houses do not have house numbers or road numbers, at the very least you can always find out the name of the ភូមិ (the village or neighborhood). In both ភ្នំពេញ and the provinces, addresses are given from the smallest administrative areas to the largest (the most specific information to the least specific). In ភ្នំពេញ the order goes លេខផ្ទះ ផ្លូវ ភូមិ សង្កាត់ ខណ្ឌ ក្រុង, while in the provinces the order goes លេខផ្ទះ ផ្លូវ ភូមិ ឃុំ ស្រុក ខេត្ត. As you fill out your area book, follow this pattern of copying down people's addresses as they tell them to you. You may consider drawing a simple map of how to find the person's home as well.



Reading

- L. Read «ផ្លូវដ៏ឥតខ្ចោះឆ្ពោះទៅកាន់សុភមង្គល» by President Thomas S. Monson from the October 2016 general conference. Pay attention to the sentences that use location words. Write down phrases that use location words that you are not familiar with, or that use location words in ways that you have not previously used yourself.



Writing

- M. During your weekly planning session, write down all of the locations you will be going to that week in your planner. If you have never been there before, then write a list of simple instructions on how to get there. Discuss with your companion in Cambodian how you can best arrange your appointments to maximize proselyting time. Discuss which people live close to each other and how you can decrease your travel time.

Group



Speaking

- N. Have every missionary pull out their planner and turn to another missionary that is not their companion. Have them choose an activity they have written in their planner and explain where they will be going and why they will be going there. Example: ថ្ងៃនេះយើងនឹងទៅភូមិល្វាដើម្បីជួយពូសង្ហាច្រូតស្រូវ ។
- O. As a district, try to map out your area on a whiteboard or blackboard. This activity can be useful for the missionaries who are new to the area. Map out some of the important landmarks including the church, the nearest hospital, school, or nearby university. Describe these locations in Cambodian. List out all of the ភូមិ's and សង្កាត់'s and their general locations in your area as well. Consult a detailed map of your area if you can find one (talk to the mission office if you can't find one). If you are serving state-side, the same activity can be done, but instead of ភូមិ's and សង្កាត់'s, try to learn all of the neighborhood and apartment complex names in your area.
- P. As a group, try to list out all of the provinces in Cambodia. Also, try to list one key landmark or characteristic for each province. Those you contact will love telling you about their home province, and it can help to know about that province beforehand. You might consider trying to draw a rough map of Cambodia on a whiteboard as well, so that you can be aware of each province's general location within Cambodia.

Time

Examples

Driving, it will take a half hour .	បើជិះឡាន ចំណាយពេលប្រហែលជាកន្លះម៉ោង ។
Could we come in the afternoons ?	តើយើងអាចមកជួបពេលរសៀល ។
Wednesday would be better.	នៅថ្ងៃពុធទាន ។
The rise of the Church of Christ . . . the fourth month, and on the sixth day of the month which is called April —	ការតាំងឡើងនៃសាសនាចក្រនៃព្រះគ្រីស្ទ... នៅខែបួន និងនៅថ្ងៃទីប្រាំមួយក្នុងខែដែលហៅថា មេសា។
This morning we will meet Nary at 10 o'clock .	ព្រឹកនេះ ពួកខ្ញុំជួបជាមួយបងណារីម៉ោង១០គត់ ។

Explanation

This section will focus specifically on indicating the time of day. You will learn how to ask for the time and how to ask questions relating to the time of day. You will also learn time of day vocabulary such as morning, evening, and sunset. This section will also discuss how to give the time and date.

Asking What Time

To ask the time in Cambodian you must ask how much time, hours or minutes, has passed. This is a different question than a generic “when” (ពេលណា). When you ask for the time, you are asking for a specific number. Study the grammar form and examples below to familiarize yourself with speaking about the time in Cambodian.

35a

ម៉ោងប៉ុន្មាន?

What is the hour?/ What time is it? (Literally Hour how many?)

Examples

ឥឡូវនេះ ម៉ោងប៉ុន្មាន ?

What time is it?

យើងជួបបងវីម៉ោងប៉ុន្មាន ?

What time are we meeting Bong Vi?

ព្រះវិហារចាប់ផ្តើមនៅម៉ោងប៉ុន្មាន ?

What time does church start?

តើអ្នកចង់ជួបម៉ោងប៉ុន្មាន ?

What time do you want to meet?

គាត់ឈប់ធ្វើការនៅម៉ោងម៉ាន* ?

When is he off work?

35b

*In everyday speech, the contraction ម៉ាន is used much more commonly than the full ប៉ុន្មាន.

Time Words

Study the time of day words below. These words are used when describing the general time of day, like in English, but they also must be used when giving the exact time to indicate what time of day you are in.

35c

Time-of-day Word	Meaning
(ពេល)ថ្ងៃ	day
(ពេល)យប់	night
(ពេល)ព្រលឹម	dawn
(ពេល)ថ្ងៃរះ	sunup
(ពេល)ព្រឹក	morning
(ពេល)ថ្ងៃត្រង់	noon
(ពេល)រសៀល	afternoon
(ពេល)ល្ងាច	evening
(ពេល)ថ្ងៃលេច	sundown
(ពេល)ព្រលប់	dusk
(ពេល)អធ្រាត្រិ	midnight

Examples

ពួកខ្ញុំបានជួបគាត់យប់មិញ ។
We met him last night.

ព្រឹកមិញ ខ្ញុំបានសិក្សានៅគម្ពីរអាលម៉ា ។
I studied in Alma this morning.

តើបងធ្វើអ្វី ពេលរសៀលថ្ងៃស្អែក ?
What are you doing tomorrow afternoon?

ព្រលឹមឡើង យើងតែងតែហាត់ប្រាណ ។
In the morning, we always exercise.

នៅពេលថ្ងៃត្រង់ អាកាសធាតុក្ដៅណាស់ ។
At noon it is really hot.

Telling Time and Dates

As you learn how to talk about times, dates, days, and months it may be helpful to review the vocabulary associated with these grammar principles. Take some time now to review pg. 227 of your TALL VP book to refresh yourself on the names of the days and months. This section is split into two parts. The first part will help you talk about time lasting longer than a day. The second part of this section will focus on the grammar form required to give the time of day.

Placing Events in Time

Take a look at the table below and familiarize yourself with time words of the duration of a day or longer.

35d

Term	Meaning
ថ្ងៃនេះ	today
ថ្ងៃស្អែក	tommorrow
ខានស្អែក	the day after tomorrow
ម្សិលមិញ	yesterday
ម្សិលម្ល៉ៃ	the day before yesterday
សប្តាហ៍នេះ	this week
សប្តាហ៍ក្រោយ	next week
សប្តាហ៍មុន	last week
ពីរសប្តាហ៍មុន	two weeks ago
ឆ្នាំនេះ	this year
ឆ្នាំក្រោយ	next year
ពីរឆ្នាំក្រោយ	in two years
ទសវត្សរ៍	decade
សតវត្សរ៍	century
សហស្សវត្សរ៍	millennium

Examples

ថ្ងៃនេះគាត់ជួបអត់បាន ។

She can't meet today.

ពីរឆ្នាំក្រោយមក គេបានត្រឡប់ទៅផ្ទះវិញ ។

They went home two years later.

ជួបគ្នានៅព្រះវិហារនៅថ្ងៃអាទិត្យក្រោយ ។

See you at church next Sunday.

បីសប្តាហ៍មុនខ្ញុំនៅភ្នំពេញ ។

Three weeks ago I was in Phnom Penh.

នៅសហស្សវត្សរ៍ចុងក្រោយយព្រះគ្រីស្ទនឹងសោយរាជ្យ ។

During the millennium, Christ will reign.

Giving a Time and Date

The time and date in Cambodian are given differently than in English. When giving the time, natives will almost always indicate the time of day after the number to give context (much like a.m. and p.m.). When giving the date, Cambodians use a day-month-time format. It is also very common to use a number to represent the month instead of its name. Listen to natives as they announce the date or give you the time so you can become used to the different word order. The forms below should also help guide you as you learn how to perform this basic function.

35e

Time = ម៉ោង + hour : minute + នាទី + time-of-day

ប៉ុន្មាន	Hour	Minute	ប៉ុន្មាន	Time-of-day
អ្នករៀន	ប៉ុន្មាន	នាក់	រៀន	រៀន
10:15 p.m.				
ម៉ោង	៧	២០	នាទី	ព្រឹក
7:20 a.m.				
ម៉ោង	៥	៣០	នាទី	ល្ងាច
5:30 p.m.				
ម៉ោង	៨	៤៥	នាទី	យប់
8:55 p.m.				
ម៉ោង	៣	៥៥	នាទី	រសៀល
3:55 p.m.				

35f

Date: ថ្ងៃ + ទី + day + ខែ + month + ឆ្នាំ + year

ថ្ងៃទី	Day	ខែ	Month	ឆ្នាំ	Year
ថ្ងៃទី	១	ខែ	មិថុនា	ឆ្នាំ	១៩៩៣
June 1, 1993					
ថ្ងៃទី	៤	ខែ	កក្កដា	ឆ្នាំ	១៧៧៦
July 4, 1776					
ថ្ងៃទី	៥	ខែ	សីហា	ឆ្នាំ	១៨២០
August 5, 1820					
ថ្ងៃទី	៨	ខែ	២	ឆ្នាំ	២០១៧
February 8, 2017					
ថ្ងៃទី	១២	ខែ	១២	ឆ្នាំ	២០២០
December 12, 2020					

Remember

- Asking the time is done by asking “how many hours.”
- Time-of-day words are important for indicating when something is happening.
- When giving the time, state the hour, the minute, and the general time of day.
- The date is typically given in day-month-year format. The month is commonly given as a name or also as a number (e.g., month 3=March).

Activities

Personal



Speaking

- A. Look through your planner at all of the activities you have planned for the day. Say the starting and ending times of each activity out loud.



Listening

- B. While the conductor is making announcements in sacrament meeting, listen for the time of activities taking place throughout the week. Write them down in your planner so you can plan which activities to invite investigators and recent converts to.
- C. Listen for words that Cambodians use to describe what the time is, such as ជាង គត់ and ជិតដល់. These words are used to say whether it is close to, right on, or past a particular hour. Listen for these words and then use them yourself.



Reading

- D. Throughout the day, practice telling time by looking at your watch or a clock, and say the time out loud. If you can't tell the time after a few seconds, then write it down. Practice the times on your list that you struggled with most.
- E. Read the sixth bullet point under "How to Begin Teaching" in chapter 10 of *Preach My Gospel*. Try to memorize it before your next teaching appointment. Practice explaining out loud some of the expectations you have for teaching the investigator, such as the typical duration of teaching appointments and how long church lasts (3 hours).



Writing

- F. Match the names of the days and months with their Cambodian names. Check your answers.

a.	February	ខែមេសា
b.	Sunday	ថ្ងៃសៅរ៍
c.	November	ថ្ងៃអង្គារ
d.	Monday	ខែធ្នូ
e.	June	ខែកុម្ភៈ
f.	January	ថ្ងៃច័ន្ទ
g.	December	ខែតុលា
h.	Thursday	ថ្ងៃអាទិត្យ
i.	Saturday	ខែវិច្ឆិកា
j.	March	ថ្ងៃពុធ
k.	July	ខែមករា
l.	October	ខែសីហា
m.	Tuesday	ខែកញ្ញា
n.	Friday	ខែឧសភា
o.	April	ថ្ងៃសុក្រ
p.	August	ថ្ងៃព្រហស្បតិ៍
q.	Wednesday	ខែមីនា
r.	September	ខែកក្កដា
s.	May	ខែមិថុនា

- G. Write out the following times in Cambodian. Remember to use words to describe the time of the day like ព្រឹក ថ្ងៃ ល្ងាច រសៀល and យប់. Check your answers.

For example: 5:30 p.m. ម៉ោងប្រាំកន្លះល្ងាច

1. 9:30 p.m.
2. 4:15 p.m.
3. 8:40 a.m.
4. 2:30 p.m.
5. 12:00 p.m.
6. 10:20 a.m.
7. 6:30 p.m.
8. 11:00 p.m.
9. 6:15 a.m.
10. 12:00 a.m.

- H. Write a timeline of major events that have happened in your life. Write a sentence using the grammar from this section to describe each event in your life. Select one event that you wrote down, and in a lesson or with your companion, talk about how it impacted you. Example: Eight years ago, my grandmother had cancer. កាលពី៨ឆ្នាំមុន យាយខ្ញុំកើតជម្ងឺមហារីក ។

Companion



Speaking

- I. Pretend that you and your companion are contacting in a neighborhood and are focused on talking with everyone. You meet a couple of people that are interested to learn more about the message of the Restoration, so you ask if you can come back and teach them more. With your companion, have one missionary take the role of the person being contacted and the other take the role of the missionary. Practice inviting and setting up a return appointment. Once finished, switch and do it again.
- J. Practice telling the date to your companion. Your companion will ask you each time "What is the date?" or "What day is it today?" You will then reply with the following dates. Afterwards, switch with your companion. You can do the same dates or change them if you like.
 1. Saturday, December 5, 1942
 2. Tuesday, April 6, 1830
 3. Thursday, February 29, 1996
 4. Friday, September 26, 2008
 5. Wednesday, May 14, 2014
 6. Monday, June 15, 1964
 7. Sunday, March 12, 2017



Listening

- K. When asked what year they were born or what age they are, Cambodians will often tell you what Chinese Year they were born (Year of the Dog, Year of the Monkey, etc.). A useful skill is to memorize what each year's name is, since their official names are not common words in Cambodian (these words aren't used in any other context besides speaking about Chinese years). For instance, they typically don't say ឆ្នាំក្រៃ or ឆ្នាំស្វា, but rather ឆ្នាំច and ឆ្នាំរក្សា. In the appendix, study the list of Chinese year names, along with their meaning. You could even memorize the order and years they correspond with, as many Cambodians can estimate someone's actual birth year based off the corresponding Chinese Year. Knowing this would endear you to many older Cambodians, who are more likely to use Chinese years when speaking about birthdays than they are to use numerical years.



Reading

- L. Read the missionary schedule together from the *Missionary Handbook*. Talk about how your schedules vary throughout the day. Use time expressions to describe your daily schedule.



Writing

- M. Use time expressions from the past to write a story about one of your ancestors to put in your My Family book. Trade stories with your companion and translate them into Cambodian. Remember that once the tense of the story has been established the speaker can use present tense to talk about an event that happened in the past.

Group



Speaking

- N. Pretend that you and your companion have just taught ទេវី the message of the Restoration for the first time, and she has a couple of questions about Joseph Smith and the Book of Mormon. You said you would love to answer her questions, but you have to hurry off to your next appointment. With your companion, have one missionary take the role of ទេវី and the other of the missionary. Practice setting up a return appointment to come back and teach tomorrow. Come back as a group and talk about what ways have worked best for you as you have tried to make return appointments. This may lead into a discussion about keeping track of appointments, questions asked, and commitments that were made in the previous appointment.
- O. You met a man outside the church that seemed interested in what Christians do. You offered to give him a tour of the church, and he accepted. This morning, he met you and your companion at the church and wants you to show him around. With your companion, have one missionary take the role of the man and the other of the missionary. Give the man a tour of the church and of the different rooms. Explain about each meeting and how long each meeting lasts. At the end, invite the man to attend church with you on Sunday. Explain to him when church is every Sunday.
- P. ហ៊ីរ៉ូ has been struggling to read the Book of Mormon every day. He always reads the assigned chapters that you give him, but he doesn't know where to read when he is finished with those passages. Teach ហ៊ីរ៉ូ the importance of studying the scriptures often and challenge him to start reading the Book of Mormon from the beginning and to continue to read it every day. Pair up with another companionship. Practice teaching ហ៊ីរ៉ូ. When you are finished, switch roles and do it again.

Review: Time, Date, and Location

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking and Answering Questions of Time, Date, and Location

- Time
- Location and Direction

Activities

Personal



Speaking

- A. Review the previous week in your planner and read out loud your daily routines and appointments, including the time that you did them.



Listening

- B. Call a less-active member and schedule an appointment to come and visit them at his or her house. Pay close attention to what times are best to meet them and the directions as to where they live.



Reading

- C. Read through the schedule listed in the *Missionary Handbook*. Make a note of how you can use your time more effectively.



Writing

- D. Write an encouraging letter to a member in the ward or branch where you are serving who is planning to serve a mission. In the letter, describe to him or her what it is like to be a missionary. Include things like your daily schedule, some of the challenges and rewards of being a missionary, and some tips on how he or she can best prepare to serve.
- E. In your language notebook, write down the directions to your favorite restaurant in one of your areas relative to the location of the church.

Companion



Speaking

- F. Take turns describing how to get to the mission home, stake center, and bishop's house relative to the location of your apartment.



Listening

- G. Periodically throughout the day, ask for directions to different places, such as the nearest market, the closest convenient store, or bike mechanic, from different people you come in contact with (people on the street, ភ័ង្គប៊ី drivers, members, or investigators). Ask for these directions even if you already know how to get to these places. It will help you learn new ways to describe directions. Review with your companion the location and direction words you heard them say.

Group



Speaking

- H. Scenario: You and your companion are taking a ភ័ង្គប៊ី from the bus station to the mission office. On the way there you talk with the taxi driver who tells you he has five children. When the ភ័ង្គប៊ី driver sees that you are missionaries, he explains that he has been to church before and is interested in learning more. Have each companionship in the district take turns role playing as the ភ័ង្គប៊ី driver and the other take the role of the missionary. Practice explaining to the driver how to get to the mission office, and then practice inviting him to learn more about the Church.

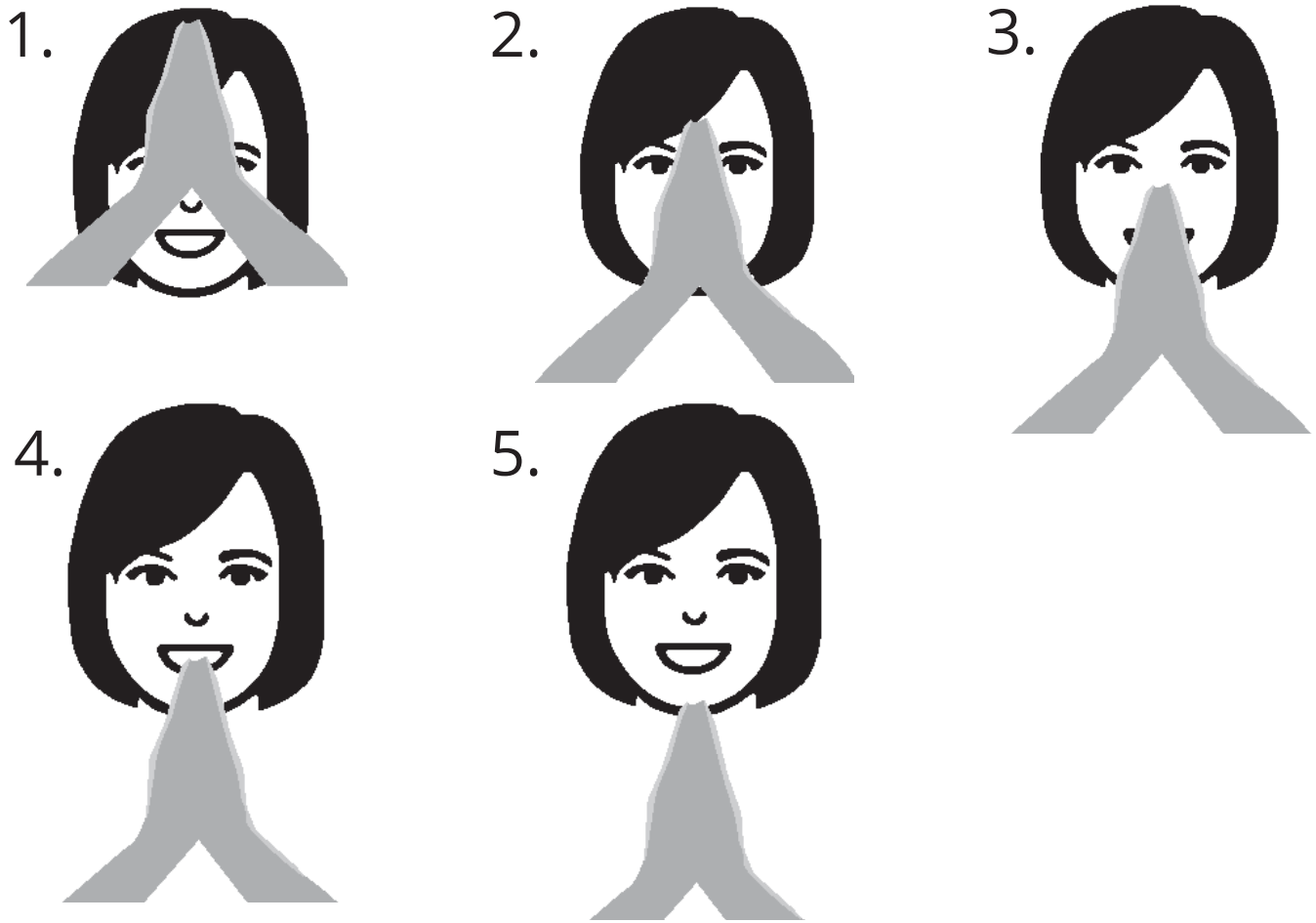
Appendix

Appendix

Culture Tips

The following are general guidelines for how to act and speak as you navigate the Cambodian language. While these may not apply to every situation you encounter, they are a good basis to build on and will generally steer you in the right direction.

- Your age is directly related to your social rank in society. The older the person, the more respect and deference that should be shown.
- The highest point of the human body is the head; therefore, to touch another's head is a sacred and intimate opportunity. Avoid sitting or standing above and over someone. Never touch another person's head without his or her permission.
- The lowest point of the body is the foot. Avoid ever pointing with, or exposing, the bottom of your feet to those around you. When sitting on the floor be sure your legs are tucked underneath you.
- In general, the longer and more complete your sentence, and the less you drop words and particles, the more formal your speech is. Using the full form of a word and complementary end particles will show respect to your audience.
- Typically interrupting those older than you, or correcting their mistakes, is considered rude and should be avoided. The same is true in the student-teacher relationship. Extra-special care must be taken whenever you speak about (or to) deity, royalty, and religious clergy. There is a highly specialized vocabulary for these circumstances.
- Using both hands when greeting (សំពះ), when receiving or giving an object, and when doing other activities shows great respect. In contrast, only using one hand is less formal.
- Social interaction between genders is very limited, especially in public settings. Follow closely the guidelines given in the missionary handbook regarding interaction with the opposite gender to avoid any situation that may be perceived as inappropriate. What may seem harmless to you could be seen as improper to a Cambodian.
- Many investigators, less-actives, and even members may use language that seems appropriate—even harmless—but in fact would be offensive or inappropriate for a missionary to say. Be careful when imitating words and phrases you have heard from others, and always be sure the words you use are in harmony with your sacred calling.



ការសំពះ

- 1. Hands above eyebrows: angels, God, and deity
- 2. Hands at eyebrows: kings, monks, and sacred objects
- 3. Hands at nose: parents, ancestors, teachers, and leaders
- 4. Hands at lips: boss, older people, and higher ranking people
- 5. Hands at chest: friends, equals, and younger

Chinese Zodiac Table

ឆ្នាំចិន			
ឆ្នាំទីប៉ុន្មាន	ឈ្មោះ	ឈ្មោះសាមញ្ញ	ឆ្នាំអន្តរជាតិ *
ឆ្នាំទី១	ឆ្នាំជូត	កណ្តុរ	2008, 1996, 1984, 1972, 1960, 1948, 1936
ឆ្នាំទី២	ឆ្នាំស្វី	គោ	2009, 1997, 1985, 1973, 1961, 1949, 1937
ឆ្នាំទី៣	ឆ្នាំខាល	ខ្លា	2010, 1998, 1986, 1974, 1962, 1950, 1938
ឆ្នាំទី៤	ឆ្នាំថោះ	ទន្សាយ	2011, 1999, 1987, 1975, 1963, 1951, 1939
ឆ្នាំទី៥	ឆ្នាំរោង	នាគ	2012, 2000, 1988, 1976, 1964, 1952, 1940

ឆ្នាំទី៦	ឆ្នាំម្សាញ់	ពស់	2013, 2001, 1989, 1977, 1965, 1953, 1941
ឆ្នាំទី៧	ឆ្នាំមមី	សេះ	2014, 2002, 1990, 1978, 1966, 1954, 1942
ឆ្នាំទី៨	ឆ្នាំមមែ	ពពែ	2015, 2003, 1991, 1979, 1967, 1955, 1943
ឆ្នាំទី៩	ឆ្នាំរក	ស្វា	2016, 2004, 1992, 1980, 1968, 1956, 1944
ឆ្នាំទី១០	ឆ្នាំរកា	មាន់	2017, 2005, 1993, 1981, 1969, 1957, 1945
ឆ្នាំទី១១	ឆ្នាំច	ផ្លែ	2018, 2006, 1994, 1982, 1970, 1958, 1946
ឆ្នាំទី១២	ឆ្នាំកុរ	ជ្រូក	2019, 2007, 1995, 1983, 1971, 1959, 1947

List of Common Classifiers

More Common Classifiers in Cambodian	
Classifier	Used for:
នាក់	persons (common people)
រូប	persons, pictures, paintings, statues, monks
អង្គ	monks, gods, royalty, statues of Buddha
គ្រួសារ	families
ក្បាល	cattle, books, animals, people (impolite)
ពួក	groups, associations, squads
ក្រុម	groups, associations, squads, teams
កង	groups, units (military)
សាខា	branches (of a business, organization)
អង្គភាព	units (of an organization)
ហ្វូង	flock, herd, large crowd
សម្បុក	nests (used jokingly to classify sets of grandchildren)
គូ	pair, couple
នឹម	yoke, pair of animals that can be yoked
និកាយ	sect, denomination
បទ	songs, poems, stories
ច្បាប់	articles, letters, laws
ប្រការ	laws, articles, provisions
ចាន	plates
កែវ	glasses
ដប	bottles
ក្រដុន	large bottles, jugs

ធុង	cask, barrel, large container
ឆ្នាំង	pots
វែក	scoops, ladlefuls
ប្រអប់	boxes
កញ្ចប់	packages
កំប៉ុង	cans
មាត់	mouthfuls (of food, words, etc.)
បាច់	bundles/bunches (of long things like string beans, firewood, or sugar cane)
ចង្កោម	bunches/clusters (of fruit)
កែស	cases
ចង្កាយ	coils
ផ្លែ	fruits/vegetables
ស្មិត	hands of bananas
ស្ទង់	stems of bananas/cluster/bunch
ឆ្មាយ	stems of coconuts/palm fruits, etc.
ផ្លូន	40 fruits
ទ្រូ	dozens
ជុំ	clumpy, clunky, blocky, lumpy things (like rocks, meat, etc.)
ដើម	long, skinny things
កាំ	spokes, rays
សន្លឹក	flat sheets of things
សរសៃ	long, stringy things (skinnier than ខ្សែ)
ខ្សែ	long, stringy things (thicker than សរសៃ)
គ្រឿង	machines, vehicles, etc., children (impolitely)
គ្រាប់	round things (typically small)
រំបុំ	rolls of something
រមូរ	rolls of something
គំនរ	piles
កំភួស	informal slang word for “a ton” or “a lot”
ចំនួន	amounts (often used as an intentionally vague classifier)
ដុល្លារ	American dollars

រៀល	Cambodian dollars
ថង់	bags, baggies (usually for small to medium-sized bags)
បាវ	large canvas bags, bales, sacks
ស្បោង	sacks, large bags
កំប្រោង	medium-size bag/ woven basket
ចង្កេះ	shallow, flat basket
បង្គី	flat, two-handled basket used to carry dirt/ other material
ល្អី	small, round basket
កញ្ជើ	small, round basket
រទេះ	cartloads
ឡាន	truckloads
រឿង	stories, tales, events
ចំណុច	points, ideas
ផ្នែក	parts, pieces
ចំណែក	parts, portions
កំណាត់	slices, pieces, parts
ចំណិត	slices
ឈុត	sets of something
កំប្លែ	sets, outfits
ដើង	trips (there and back), feet
ជំហាន	steps
ជ្រុង	corners, angles
ចំហៀង	sides
ខាង	sides, directions
អាគារ	buildings
បន្ទប់	rooms
កន្លែង	places
តំបន់	areas
ល្វែង	houses
ផ្ទះ	houses

ខ្នង	houses
ខ្នង់	numbers
តួ	letters, numbers
ជំពូក	chapters, divisions
ទំព័រ	pages
មុខ	types, kinds, varieties, ways, dishes/courses (for food)
ធុន	kinds, types, sorts
បែប	ways, sorts, types
យ៉ាង	ways, methods, types
វេន	turns, periods, sessions
អាណត្តិ	terms (like for a job, or in political office)
ដង	times, occurrences, instances
វស្សា	seasons, years (especially for monks)
រដូវ	seasons
ខួប	cycles (of time), years (especially for babies)
ឆមាស	semesters
ភ្លែត	moments
សន្ទុះ	moments
រំពេច	moments
បន្ទាត់	lines
ជុំ	loops, go-arounds, spins
រង់	circles, rings
ទឹក	unit of measurement equal to the length of fingers, one round of boxing
ចំអាម	length of stretched-out hand, from the tip of the thumb to the tip of the middle finger
កណ្តាប់	handfuls, fistfuls
ថ្នាក់	levels, types, classes, grades
វគ្គ	editions, volumes, classes, levels
ជាន់	levels, stories, layers
កំរិត	levels
ជួរ	rows

Units of Measurement	
Cambodian	English
Time (ពេលវេលា)	
ឆ្នាំ	year
ខែ	month
អាទិត្យ / សប្តាហ៍	week
ថ្ងៃ	day
ម៉ោង	hour
នាទី	minute
វិនាទី	second
Length (ប្រវែង / បណ្តោយ) / Width (ទទឹង) / Height (កម្ពស់) / Depth (ជំរៅ)	
សង់ទីម៉ែត្រ	centimeter
ម៉ែត្រ	meter
គីឡូម៉ែត្រ (គីឡូ)	kilometer
Area (ក្រឡាផ្ទៃ)	
គីឡូការ៉េ	square kilometer
ម៉ែត្រការ៉េ	square meter
អារ	square meter (typically used for rice fields)
ហិកតា	hectare
Weight/Mass (ទម្ងន់)	
គីឡូក្រាម (គីឡូ)	kilogram
ក្រាម	gram
ខាំ	one-tenth of a kilogram
តោន	ton
Volume (ចំណុះ)	
លីត្រ	liter
Speed (ល្បឿន)	
គីឡូក្នុងមួយម៉ោង	kilometers per hour
Temperature (សីតុណ្ហភាព / កំដៅ)	
អង្សាសង់ទីក្រាដ	degrees Celsius
អង្សាហ្វារ៉ែនហៃ	degrees Fahrenheit

Missionary Tasks

Introductions

Greeting

ជំរាបសួរ!
Hello!

តើអ្នកឯង/ស្រីស្នើរសុខសប្បាយទេ ?
How are you?

khñom sok sabbay. coh lookkruu/neakkruu viñ?
I'm fine. And you?

?	Subject	Verb	Location	tee?
	អ្នកឯង/ស្រីស្នើរ Elder / Sister		ណា where?	
	ខ្ញុំ I	មកពី come from	ប្រទេសអាមេរិច U.S.A.	
តើ ?	គាត់ He, She		រដ្ឋយូតាហ៍ Utah	
	ដៃគូរបស់ខ្ញុំ my companioh	នឹងបម្រើនៅ will serve (location)	ទីក្រុងភ្នំពេញ Phnom Penh	ទេ yes/no?
	បងប្រុស you (older brother)		ប្រទេសកម្ពុជា Cambodia	
			រដ្ឋ កាលីហ្វ័រញ៉ា California	

?	Noun	kuu cia	Noun	tee?
	ខ្ញុំ I		អ្នកផ្សព្វផ្សាយសាសនា missionary	អ្នកឯង/ អ្នកឯង/ អ្នកឯង/
តើ ?	ពួកខ្ញុំ/ពួកគាត់ We/They	គឺជា is/am/are	អ្នកណា ? who	
	បងស្រី you (older sister)		ស្រីស្នើរ Sister ____.	
	គាត់ He, She		ដៃគូរបស់ខ្ញុំ my companioh.	ទេ yes/no?
	អ្នក you		អ្នកឯង Elder ____.	

?	Subject	Verb	nho	Location	tee?
	អ្នកឯង/ស្រីស្នើរ Elder / Sister		សមាជិកគ្រួសារប៉ុន្មានអ្នក ? members family how many people?		
	ខ្ញុំ I	មាន have	បងប្រុស older brother	មួយ one	
តើ ?	គាត់ He, She		បងស្រី older sister	ពីរ two	
	បង you		b?oon broh younger brother	បី three	អ្នក people
	អ្នកឯង Elder ____.		ប្អូនស្រី younger sister	បួន four	ទេ ? yes/no?

Give a Simple Overview

Subject	Verb	Object
ដំណឹងល្អនៃព្រះយេស៊ូវគ្រីស្ទ <i>gospel of Jesus Christ</i>	គឺជា <i>is</i>	ព្រះបន្ទូលរបស់ព្រះ <i>God's words</i>
ព្យាការី <i>Prophets</i>	បង្រៀន <i>teach</i>	ព្រះបន្ទូលរបស់ព្រះយេស៊ូវគ្រីស្ទ <i>Jesus Christ's words</i>
ព្រះវរបិតាសូតិ <i>Heavenly Father</i>	ស្រឡាញ់ <i>loves</i>	កូនចៅរបស់ទ្រង់ <i>His children</i>
	ដឹកនាំ <i>leads / directs</i>	ព្យាការីរបស់ទ្រង់ <i>His prophets</i>

Subject	Verb	(to cause)	Object	Verb	Object
ព្រះវរបិតាសូតិរបស់យើង <i>Our Heavenly Father</i>	ចង់ <i>wants</i>	ឲ្យ <i>to cause</i>	យើង <i>us</i>	គោរពប្រតិបត្តិតាម <i>obey</i>	ព្រះបន្ទូលរបស់ទ្រង់ <i>His words</i>
ដំណឹងល្អនៃព្រះយេស៊ូវគ្រីស្ទ <i>gospel of Jesus Christ</i>	ជួយ <i>help</i>			រៀន <i>learn</i>	ព្រះបន្ទូលរបស់ព្រះ <i>God's words</i>

Subject	ក្មេង cia	Object
ពួកខ្ញុំ <i>We</i>	គឺជា <i>are/am</i>	អ្នកផ្សព្វផ្សាយសាសនា <i>missionaries</i>
ខ្ញុំ <i>I</i>		អ្នកនាំសារ <i>messenger</i>

Subject	ក្មេង cia	Object	Poss.	Object
យើង <i>we (all inclusive)</i>		កូនចៅ <i>children</i>		ព្រះ <i>God</i>
ព្រះយេស៊ូវគ្រីស្ទ <i>Jesus Christ</i>		ព្រះរាជបុត្រា <i>Son</i>	របស់	ព្រះ <i>Heavenly Father</i>
ព្រះគម្ពីរមរមន <i>The Book of Mormon</i>		ព្រះបន្ទូល <i>word(s)</i>		ព្រះយេស៊ូវគ្រីស្ទ <i>Jesus Christ</i>
យ៉ូសែបស្មីត <i>Joseph Smith</i>		ជា <i>prophet</i>	នៃ	ព្រះ <i>God</i>
ពួកខ្ញុំ <i>we (exclusive)</i>	គឺជា <i>is/am/are</i>	អ្នកតំណាង <i>representatives</i>	of	ព្រះយេស៊ូវគ្រីស្ទ <i>Jesus Christ</i>
ជីវិតនេះ <i>This life</i>		ពេលវេលា <i>time</i>		ការសាកល្បង <i>testing</i>
ព្រះ <i>God</i>			អ្នកណា ? <i>who</i>	
ដំណឹងល្អនៃព្រះយេស៊ូវគ្រីស្ទ <i>gospel of Jesus Christ</i>			អ្វី ? <i>what</i>	

Object	Possessive	Noun
ព្រះវរបិតាសូតិ <i>Heavenly Father</i>	របស់ <i>(possessive particle)</i>	យើង <i>We, us (all inclusive)</i>
កូនចៅ <i>children</i>		ព្រះវរបិតាសូតិ <i>Heavenly Father</i>
កូនប្រុស <i>son</i>		ព្រះ <i>God</i>
ព្រះរាជបុត្រា <i>Son (godly son)</i>		ព្រះយេស៊ូវគ្រីស្ទ <i>Jesus Christ</i>
ព្យាការី <i>prophet</i>		
ព្រះបន្ទូល <i>word(s)</i>	នៃ <i>of (possessive)</i>	
អ្នកតំណាង <i>representative</i>		
ដំណឹងល្អ <i>gospel</i>		
សេចក្តីស្រឡាញ់ <i>love</i>		

Offer a Prayer

Address Heavenly Father

?ao	Subject	?əəy
ឱ <i>oh</i>	ព្រះវរបិតាសួគ៌ <i>Heavenly Father</i>	អើយ <i>used to get someone's attention</i>

Give Thanks and Request Blessings

Subject	Verb	Object	Preposition	(Direct) Object
ទូលបង្គំ/ ពួកទូលបង្គំ <i>I/We (honorific)</i>	សូមអរគុណ <i>thank (honorific)</i>	ទ្រង់ <i>Thee</i>	សម្រាប់ <i>for (generic)</i>	សុខភាពល្អរបស់ពួកទូលបង្គំ <i>our good health</i>
				ដំណឹងល្អនៃព្រះយេស៊ូវគ្រីស្ទ <i>gospel of Jesus Christ</i>
				សក្ខីភាពរបស់ទូលបង្គំ <i>my testimony</i>
	Verb	(Direct) Object		
	សូមឲ្យ <i>request</i>	ទ្រង់ <i>Thee</i>	ប្រទានពរដល់ <i>bestow blessings to</i>	ក្រុមគ្រួសាររបស់ពួកទូលបង្គំ <i>our families</i>
				បងប្រុស <i>older brother (name)</i>
				អ្នករៀនរបស់ពួកទូលបង្គំ <i>our investigator(s)</i>

Give Thanks for and Request Blessings

Subject	Verb	Subject	For	?aokah	Verb	Object
ទូលបង្គំ /	សូមអរព្រះគុណ thank (honorific)	ទ្រង់ Thee	សម្រាប់ for	ឱកាស opportunity	ធ្វើតាម follow យល់ understand ទទួល receive	គំរូនៃព្រះយេស៊ូវគ្រីស្ទ example of Jesus Christ អំពីផែនការនៃសេចក្តីសង្គ្រោះរបស់ទ្រង់ thy plan of salvation ចម្លើយពីការអធិស្ឋានរបស់ទូលបង្គំ answers from my prayer

នៅក្នុងព្រះនាមនៃព្រះយេស៊ូវគ្រីស្ទ អាម៉ែន
In name (honorific) of Jesus Christ, amen

Testify

Subject	(none)	Adjective
		ល្អឥតខ្ចោះ perfect
ព្រះវរបិតាសូតិ Heavenly Father		អត់ធ្មត់ patient
ព្រះយេស៊ូវគ្រីស្ទ Jesus Christ		ស្លូតបូត meek
		ស្មោះត្រង់ honest

ខ្ញុំដឹងថា
I know that...

Subject	Helping V.	Noun
		សេចក្តីមេត្តាករុណា mercy
		សេចក្តីយុត្តិធម៌ justice
ព្រះ God	ពោរពេញដោយ filled with	ព្រះជន្មរស់នៅ life (god's) living
	មាន have/has	គ្រប់ព្រះចេស្ដា all power (divine power)
		គ្រប់ប្រាជ្ញា all wisdom

?	Subject	baan	Verb	Object	How?
តើ?	ព្រះយេស៊ូវគ្រីស្ទ Jesus Christ		ទទួលយក receiv(ed) and took	ផលវិបាកនៃអំពើបាប consequences of sin	
	ព្រះអង្គសង្គ្រោះ Savior		ផ្តល់ឲ្យនៅ provid(ed)	ឱកាសដើម្បីកែប្រែចិត្ត opportunity in order to repent	
	ព្រះអង្គម្ចាស់ Lord	បាន (past tense)	ឈ្នះលើ conquer(ed)	សេចក្តីស្លាប់ death	យ៉ាង មិច
	ដង្វាយធូននៃ Atonement of Jesus Christ		លើកដាក់លើ take(took) upon Himself	ការឈឺចាប់របស់យើង our pain	ដែរ? how?
	ព្រះយេស៊ូវគ្រីស្ទ Atonement of Jesus Christ		បំពេញ satisfy(ied)	ការទាមទារទាំងឡាយនៃ demands of justice	

taam royea?	Object	Subject	Helping V.	Verb	Object
	សេចក្តីជំនឿទៅលើព្រះយេស៊ូវគ្រីស្ទ Jesus Christ	យើង we		ឈ្នះលើ overcome	ភាពមានទោស guilt
	ដង្វាយធូនរបស់ព្រះយេស៊ូវគ្រីស្ទ Christ's Atonement			មានអារម្មណ៍នៃ have feeling of	សេចក្តីសង្ឃឹម hope
	ព្រះជេស្ដារបស់ទ្រង់ His power (divine power)		អាច can/able to	ទទួល receive	ការអភ័យទោស forgiveness
តាមរយៈ through	ឥទ្ធិពលនៃព្រះវិញ្ញាណបរិសុទ្ធ influence of Holy Ghost	បងប្រុស older brother	នឹង will (future tense)	ស្វែងរក find	សេចក្តីសុខសាន្ត peace
	ព្រះវិញ្ញាណបរិសុទ្ធ Holy Ghost		អាច can/able to	មានអារម្មណ៍ have feeling	ថាអ្វីយើងចែកចាយគឺជាការពិត that what we share is truth
	ព្រះវិញ្ញាណបរិសុទ្ធ Holy Ghost			ទទួល realize	ថាព្រះគ្រីស្ទមានព្រះជន្មរស់នៅ that Christ lives
	ព្រះជេស្ដានៃព្រះវិញ្ញាណបរិសុទ្ធ power of Holy Ghost			ស្គាល់ know (be familiar with)	សេចក្តីពិតនៃគ្រប់ការទាំងអស់ truth of all things

Extend an Invitation

Because	SVO (Subject-Verb-Object)				SVO
ដោយសារ <i>because</i>	ព្រះ <i>God</i> យើង <i>We</i>	ចង់ឲ្យយើង <i>wants us</i> ត្រូវតែ <i>heed</i> ចង់ <i>want</i>	អភិវឌ្ឍ <i>develop</i> ប្រែចិត្ត <i>repent</i> ទទួល <i>receive</i> កើតម្តងទៀត <i>born again</i>	សេចក្តីជំនឿ <i>faith</i> ជីវិតអស់កល្ប <i>eternal life</i>	ទ្រង់ <i>He</i> បញ្ជាឲ្យយើង <i>commands us</i> អាន <i>read</i> អធិស្ឋាន <i>pray</i> ចូលរួម <i>attend</i> ទទួល <i>accept</i>
		ហេតុអ្វី? <i>why?</i>			ព្រះគម្ពីរមរមន <i>Book of Mormon</i> នៅព្រះវិហារ <i>(location) church</i> ពិធីបុណ្យជ្រមុជទឹក <i>baptism</i>

?	Subject	Helping Verb	Verb(Object)	Prepositional Phrase	dae ruu tee?
តើ <i>?</i>	បងប្រុស <i>older brother</i> អ្នកមីង <i>younger aunt</i>	យល់ព្រម <i>understand accept</i>	អធិស្ឋាន <i>prayer</i> អានព្រះគម្ពីរមរមន <i>read Book of Mormon</i> ចូលរួមនៅព្រះវិហារ <i>attend at church</i> ទទួលបុណ្យជ្រមុជទឹក <i>receive baptism</i>	ជាមួយក្រុមគ្រួសាររបស់អ្នក <i>with your family</i> ជាមួយយើង <i>with us</i>	ដែរឬទេ? <i>yes or no?</i> (definitive)

peel dael	SVO	nuh	SVO
ពេលដែល <i>When</i>	បងទទួលពិធីបុណ្យជ្រមុជទឹក <i>you receive baptism</i> បងអធិស្ឋានយ៉ាងស្មោះត្រង់ <i>you pray sincerely</i> បងអានព្រះគម្ពីរមរមនជារៀងរាល់ថ្ងៃ <i>you read Book of Mormon daily</i> បងចូលរួមនៅព្រះវិហារយ៉ាងទៀងទាត់ <i>you attend (location) church regularly</i> បងអធិស្ឋានជាមួយក្រុមគ្រួសាររបស់បង <i>you pray with your family</i>	នោះ <i>then</i>	បងនឹងធ្វើជាសាក្សីនូវព្រះជេស្ថានៃព្រះ <i>you will be a witness of God's power</i> បងនឹងទទួលការណែនាំនិងការដឹកនាំ <i>you will receive guidance and direction</i> បងនឹងទទួលសេចក្តីការពារពីការល្បង <i>you will receive protection from temptation</i> ជីវិតរបស់បងនឹងពោរពេញដោយសេចក្តីរីករាយនិងសន្តិភាព <i>your life will filled with joy and peace</i> ក្រុមគ្រួសាររបស់បងនឹងមានសុភមង្គល <i>your family will have more happiness</i>

Share a Scripture

Request	Verb	Book	Chapter	tii	Number	Verse	tii	Number	To	Number	baan tee?
សូម please ខ្ញុំសូមឲ្យអ្នក I request you	បើក open ទៅ to អាន read	និហៃទីមួយ 1st Nephi អាឡាម៉ា Alma	ជំពូក chapter	ទី	មួយ one	ខ verse	ទី	ពីរ two	ដល់ to	បី three	បានទេ? can yes/no?

nho	Prepositional Phrase	Subject	Verb	Object	SVO
នៅ (location)	ក្នុង within	ខគម្ពីរនេះ this scripture	ព្យាករណ៍ he prophet one person ស្តេចម្នាក់ king one person	ប្រាប់ tell បង្រៀន teach ចែកចាយជាមួយ share with	យើង us កូនរបស់គាត់ his child(ren) ប្រជាជនរបស់ទ្រង់ his people មូលហេតុ reason (why) ថាតើ (indirect q.) របៀប method (how) គាត់ជឿទៅលើព្រះគ្រីស្ទ he believes in Christ សេចក្តីជំនឿគឺជាអ្វី faith is what ពួកគេអាចធ្វើតាមព្រះ យេស៊ូវគ្រីស្ទ they can follow Jesus Christ

Subject	haunhny	Object	Verb Object	dooc knia
ព្យាករណ៍នេះ This prophet ប្រជាជនទាំងនេះ These people អ្នក You	ហើយនឹង and	លោកពូ younger uncle អ្នក you គាត់ him/her	ចង់ជួយ want to help មាន has ស្វែងរក look for ក្រុមគ្រួសារ family សេចក្តីលំបាកជាច្រើន many hardships ចម្លើយ answers	ដូចគ្នា like each other (same)

dooc cia	Object	If	SVO		nuh	Subj.	HV Verb Object	
			រក្សា keep	ព្រះបញ្ញត្តិទាំងឡាយ commandments				កំលាំងស្វិត្យក្នុងជីវិតនេះ strength to endure in this life
			ស្តាប់ចែម listen to	ព្រះវិញ្ញាណ Spirit				ចម្លើយពីព្រះ answer from God
ដូចជា like	ព្យាករណ៍ this prophet ប្រជាជននេះ this people	បើ If	អីស្រី older aunt	ទទួល receive	នោះ then	អីស្រី older aunt	នឹង will	ទទួល receive
				ពិធីបុណ្យជ្រមុជទឹក baptism				ការផ្តាច់បាប remission of sins
				អធិស្ឋានដោយអស់ពីចិត្ត pray with all from heart				សេចក្តីស្រឡាញ់ចំពោះអ្នកជិតខាង love towards neighbor

Share an Experience

<i>kaal dael</i>	SVO (Subject-verb-object)	<i>nuh</i>	Subject	Past	SVO
កាលដែល <i>when (past)</i>	យ៉ូសេបស្ទីងមានអាយុ១៤ឆ្នាំ <i>Joseph Smith had age 14 years</i> ខ្ញុំបានសិក្សានៅវិទ្យាល័យ <i>I studied (location) high school then</i> លោកតាស់ក្នុងអំឡុងពេលសង្គ្រាម <i>grandpa lived in period (of) war</i>	នោះ <i>then</i>	គាត់ <i>he</i> ខ្ញុំ <i>I</i> តើ <i>?</i>	បាន <i>(past)</i> ធ្លាប់ <i>(have previously)</i> ឆ្ងល់ថាតើ <i>wondered (indirect question)</i>	សាសនាចក្រមួយណាគឺជាសាសនាចក្រពិត <i>which one church is true church?</i> ព្រះគម្ពីរមរមនគឺជាការពិតឬទេ? <i>the Book of Mormon is true or not?</i> មានព្រះនៅឋានសួគ៌ទេ ? <i>there is God in heaven yes/no?</i>

<i>bontoab pii</i>	SVO	SVO
បន្ទាប់ពី <i>after</i>	យ៉ូសេបស្ទីងបានសិក្សាព្រះគម្ពីរហើយ <i>Joseph studied scriptures (completion indicator)</i> ខ្ញុំបានពិចារណាអំពីព្រះគម្ពីរមរមនហើយ <i>I pondered about the Book of Mormon (completion indicator)</i>	គាត់បានសម្រេចចិត្តអធិស្ឋានសួរព្រះ <i>he decided to pray to ask God</i> ខ្ញុំបានលត់ជង្គង់អធិស្ឋានដល់ព្រះ <i>I kneeled to pray to God</i>

<i>nho peel dael</i>	SVO	SVO
នៅពេលដែល <i>at time that / as</i>	គាត់កំពុងតែអធិស្ឋាន <i>he (in the process of) praying</i> ខ្ញុំសិក្សាព្រះគម្ពីរមរមនលើកក្រោយ <i>I study Book of Mormon next time</i>	គាត់បានពិសោធអ្វីមួយដ៏អស្ចារ្យ <i>he experienced something which was wonderful</i> ខ្ញុំបានមានអារម្មណ៍មួយដ៏ខ្លាំងក្នុងចិត្តខ្ញុំ <i>I had feeling one which was strong in my heart</i>

<i>taam royea?</i>	Object	SVO (+ Prepositional Phrase)
តាមរយៈ <i>through</i>	យ៉ូសេបស្ទីង <i>Joseph Smith</i> បទពិសោធន៍នេះ <i>this experience</i> របៀបនេះ <i>this method</i>	ព្រះបានស្តារសាសនាចក្ររបស់ទ្រង់ឡើងវិញ <i>God restored His church</i> ខ្ញុំបានទទួលសាក្សីពីព្រះវិញ្ញាណថាព្រះគម្ពីរមរមនគឺជាការពិត <i>I received witness from Holy Ghost that the Book of Mormon is true</i> លោកតាក៏អាចដឹងថាមានព្រះនៅឋានសួគ៌ផងដែរ <i>grandpa also can know that there is a God in Heaven really also</i>

Scenario Practice

Scenario Practice

The following list contains prompts to practice how you would respond to certain scenarios. Use these prompts throughout your mission to improve your ability to answer a variety of questions and respond to different situations. You can practice responding to these prompts on your own, with your companion, or with a native speaker.

While you may not encounter these exact scenarios, practicing the language with these scenarios will help you:

- Learn new vocabulary words
- Memorize words and phrases
- Improve your understanding of grammar principles
- Have more comfortable and natural conversations
- Prepare for situations that you might encounter in your daily activities

Teaching

1. You have just extended a baptismal commitment to a progressing investigator and she has declined. She says that she doesn't see any need in getting baptized. Answer the question "Why do I need to be baptized?"
2. You are conducting a lesson with a recent convert. Teach a short lesson about the sacrament.
3. A man who you are talking to on a bus says that he has heard that we baptize dead people in the Church. Explain the doctrine of vicarious ordinances for the dead.
4. Give a short talk about the Holy Ghost at a baptismal service.
5. Explain patriarchal blessings to a recent convert who has just heard a talk in church about patriarchal blessings.
6. Explain how and why priesthood blessings are given to a progressing investigator who has suddenly become sick.
7. Explain the difference between the Aaronic and Melchizedek Priesthoods to a recent convert young man who is preparing to receive the Aaronic Priesthood.
8. Explain to an investigator with a baptismal date what they need to do to prepare to go the temple.
9. Explain repentance to a new investigator with no religious background.
10. Explain faith to an investigator who is struggling with an alcohol addiction.
11. You are teaching an investigator for the second time. You have just talked about Moroni's promise in Moroni 10:3-5. Explain who the Holy Ghost is and what he does for us.
12. Explain the difference between the influence of the Holy Ghost and the gift of the Holy Ghost to an investigator who has just accepted a baptismal commitment.
13. Explain the difference between the Restoration and the Reformation to the non-member mother of a family in which the father and the 18-year-old son have just been baptized.
14. A woman whom you met while waiting in line at the post office asks you, "What's the difference between your church and any other church? What's special about your church?"
15. Explain the importance of making and keeping commitments to an investigator who is struggling to keep the commitment to read and pray.
16. Teach a small lesson in district meeting about using the scriptures.
17. Explain the necessity of trials to an investigator that is going through economic hardship.
18. You are asked to give a short talk in sacrament meeting about the scriptures. Explain the relationship between the Book of Mormon and the Bible.

19. Teach about and extend a commitment to keep the Sabbath day holy to a less-active family.
20. Explain how to pray to a man who has grown up reciting prayers.
21. A new investigator came to church last week for fast and testimony meeting and was a little confused at what fasting is and why we do it. Explain what fasting is and why it's important.
22. Explain confirmation and the gift of the Holy Ghost to an investigator with a baptismal date.
23. You are talking to an investigator who doesn't quite understand why her baptism in another church is not valid in our church. Respond to her concern.
24. Tell an investigator what happens after we die.
25. Tell an investigator about pre-earth life.
26. Explain the importance of prophets to a man that has very little experience with religion or with reading the Bible.
27. You are planning to teach a new investigator about the Restoration. Prepare three questions that will help you check for understanding.
28. Explain the Great Apostasy to a devout Christian whom you met through one of his member friends.
29. An investigator tells you that she has heard that we do not believe in the Bible.
30. Tell an investigator who does not have a Christian background about the resurrection of Christ. Bear your testimony of this event and of the principle of resurrection.
31. Explain how resurrection and reincarnation are different to an investigator who currently believes in reincarnation.
32. You are helping a member see how the gospel has blessed their life in order to motivate them to do missionary work. Tell how your life would be different if you didn't have the gospel.

Testifying

33. You are teaching an investigator with a baptismal date about the law of tithing. Testify about the importance of tithing.
34. You are teaching an investigator with a baptismal date about the law of chastity. Testify to an investigator about the importance of the law of chastity.
35. Testify about the importance of temples to a recent convert who is preparing to go to the temple.
36. You are teaching a woman with three small children who feels overwhelmed by everything that is required of her. Explain how daily prayer has blessed your life.
37. You are meeting for the first time with a family that was referred to you by the second counselor in the branch presidency. Testify of how the Atonement of Christ has affected your life.
38. Bear your testimony of the importance of obedience in a zone conference.
39. You are teaching a progressing investigator about dispensations and apostasy. Tell about how following the prophet has blessed your life.

Commitments and Follow-up

40. You are working with a less-active man who has not been to church since he was baptized. Promise blessings associated with coming to church.
41. You meet and begin talking with a young couple while going to another appointment. Invite them to hear more about eternal families and set up a meeting with them for another time.
42. Invite an active member to invite their non-member friends to a ward activity next week.
43. Invite the father of a part-member family (the mother and two sons are active members) to start taking the missionary lessons.

44. Follow up on a commitment you gave to a new investigator to read 3 Nephi 11 and pray about the Book of Mormon.
45. Follow up on a commitment you gave to an investigator with a baptismal date to stop smoking.
46. Promise blessings to an active member family associated with helping others learn of the gospel. Ask for referrals.
47. Extend a baptismal commitment to an investigator who has read and prayed about the Book of Mormon and has felt a confirmation that it is true.

Resolving Concerns

48. One of your progressing investigators asks you the question, “Why do bad things happen to good people?”
49. An investigator asks you why she cannot drink alcohol every once in a while in social situations.
50. A new investigator says that he likes some of the things that the Church teaches but thinks that there is more than one true church. Bear your testimony of the Restoration.
51. Ask three questions that would help you find out why a recent convert has become less active.
52. An investigator tells you that she wants to get baptized but does not know what her family will think.
53. Ask three questions that will help you understand why a new investigator does not want to come to church.

Telling a Story

54. You have an appointment with a less-active family that struggles with their testimonies of the Book of Mormon. Tell the story of the Brother of Jared. Talk about what you can learn from that story.
55. You are talking to a new investigator about the Book of Mormon. Talk about how you came to know that the Book of Mormon is true.
56. While tracting you meet a young man who invites you in. You have already talked about his religious background and he asks you what makes your church different from all the others. Briefly relate the story of the First Vision.
57. You are teaching a Sunday School class. Talk about how the Atonement worked in the life of Alma the Younger.
58. Relate your favorite experience that you have had while with your current companion while talking to your mission president in an interview.
59. You are talking to a recent convert who is trying to adopt the principles of the gospel in their parenting, but they feel overwhelmed. Tell about one thing that your parents have done to help you in your life.
60. Briefly relate the story of Adam and Eve in the Garden of Eden while talking to an investigator with a baptismal date about agency.
61. There is a young man in your area that has just received his mission call. He asks you what the MTC is like. Tell about your first day in the MTC. Who was there? When was it? What did you feel?

Getting to Know Someone

62. You have started up a conversation with a woman on a bus, she asks about where you are from. Talk about your hometown.
63. Tell about your family to the bishop in the ward you have just been transferred into.
64. Tell a man whom you met on the bus who you are and why you are here as a missionary.
65. A woman in the grocery store asks why you are wearing name tags. Explain your calling as a missionary. Get to know her and invite her to learn more about the gospel.

66. You've just moved into a new apartment. Introduce yourself to your next door neighbor and explain missionary service. Invite them to hear the first lesson.
67. Ask three questions that would help you get to know your new companion.

Other

68. Your companion came down sick this morning. Leave a phone message for an investigator telling them that you need to reschedule a meeting.
69. You are in a district meeting. Tell your district leader about the progress of one of your investigators.
70. You have just talked to a man on the street about the gospel and he is interested in learning more. He has set up a time to meet with you again, but you have also invited him to come to church with you on Sunday. He does not know how to get there. Tell him how to get to the chapel.
71. Talk with the branch president about how to help a less-active brother come back to church. Discuss how you can help him as missionaries, and discuss what the branch can do to help.
72. Leave a phone message for the missionaries in the area next to yours telling them about a man you met today on the street who lives in their area.
73. You are meeting with an active member before his investigator friend is coming over for a lesson. Tell him your plan for the lesson and let him know how you would like him to help teach.
74. Talk with your companion about your plans for the day, who you are visiting, what you are teaching them, where they live, and what commitments you would like to extend. Also discuss finding activities.
75. A new investigator is curious about missionary life. Talk about what you normally do on preparation day.
76. Tell a new investigator what to expect at a sacrament meeting.

Grammar Glossary

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This glossary is designed to be a quick reference to common grammar terms. Explanations on how to use these terms in Cambodian, as well as grammar terms unique to the language, can be found in different sections throughout the book.

active voice

The subject of the sentence performs the action of the verb.

adjective

Adjectives are words that modify or describe a noun or pronoun. They often match the noun they describe in number (singular or plural), case (subject, object, etc.), and gender (masculine or feminine). "An adjective tells you what sort, how many, how large or small, whose, and so on" (*Chicago* 5.66).

adverb

An adverb is a word that describes a verb, an adjective, or another adverb.

classifier

sometimes called a counter word, it is a word that accompanies nouns to define the size, shape or amount of the noun. For example "five *loaves* of bread" "two *gallons* of milk" "three *pieces* of candy" etc.

clause

A clause is a combination of words that includes both a subject and a verb. A clause can be independent or dependent. An independent clause can stand as a sentence on its own. A dependent clause cannot stand on its own, even though it has a subject and a verb, because it does not express a complete thought (e.g., it might start with "because" or "which," making its expression a dependent or incomplete thought).

complement

a complement is a word with identical meaning to the adverb of the sentence that is placed at the end of a phrase to emphasize the meaning of that word by bracketing the clause to which the adverb applies. Complementay words are two adverbs with the same, or similar, meaning that work to bracket a phrase (one beginning and one ending complement) in an identical fashion.

conjunction

Conjunctions are connecting words used to join or logically connect and order clauses (or concepts within clauses). Some common conjunctions include "and," "or," "if," and "but."

demonstrative

A demonstrative is a word used to point to specific things, such as "this," "that," "those," "this one," and "that one." Demonstrative adjectives modify nouns in the sentence. Demonstrative pronouns replace the nouns that they refer to.

diacritic

a sign such as an accent or marking, which is typically written abover or below a letter that indicates a difference in pronunciation from the same letter when unmarked.

gerund

In English a gerund is a verb that is modified by adding -ing to form a noun. For example, "Hiking is my favorite sport."

helping verb

A helping, or auxiliary, verb is used in coordination with a main verb to express nuances in the meaning of the main verb, for example, "I see" vs. "I have seen." "Have" is the helping verb and must be combined with the main verb "seen" to express the nuance in meaning.

infix

a particle or combination of letters placed in the middle of a word to modify or add to the meaning or usage of that word.

nominalization

the use of a word that is not a noun (adjective, verb, adverb) as a noun, with or without changing the word by use of prefix, suffix, or infix.

noun

A noun is a person, place, thing, or idea. A noun can be the subject or the object of the sentence.

object

The object of the sentence is whatever is being acted upon by the subject. Not all sentences have objects, but many do. Objects can be direct or indirect.

- *Direct:* A direct object is the person, place, thing, or idea which the verb is directly acting upon.
- *Indirect:* An indirect object is the person, place, thing, or idea which is receiving or benefiting from the action. It is often (though not always) translated in English as “to” or “for” something.

ordinal numbers

A number that tells the position of something by rank or in a list, such as 1st, 2nd, 3rd, 4th, 5th, etc.

particle

A particle is a word that does not fit under the main parts of speech. Particles can be used to emphasize particular words or parts of a sentence, and many do not translate well into English. Some particles can also act as another part of speech (e.g., to negate meaning).

passive voice

the subject of the sentence undergoes the action of the verb.

phrase

A phrase is a combination of words that lacks either a subject or a verb.

prefix

A particle or combination of letters added to the beginning of a word to add or modify the original meaning or usage of the word.

preposition

Prepositions tell us how, when, or where something is taking place. These words always precede a noun or pronoun. Combining a preposition with a noun or pronoun forms a prepositional phrase. For example, “through the Spirit” is a prepositional phrase in which “through” is the preposition and “the Spirit” is the noun.

pronoun

Pronouns are words that replace nouns. For example, “they” instead of “the people,” or “he” instead of “the man.”

- *first person:* When the speaker refers to themselves they typically do so in first person. For example “I” or “we” are first person pronouns.
- *second person:* When the speaker refers to the addressee (the person they are talking to), they typically use the second person pronoun “you.”
- *third person:* When the speaker refers to a third party, or someone or something that isn’t being directly addressed, they will use third person pronouns such as “he” “him” “she” “her” “it” “they” etc.

subject

The subject of a sentence is the person, place, thing, or idea (the noun) that performs an action (the verb).

suffix

A particle or combination of letters added to the end of a word to add to or modify the original meaning or usage of the word.

superlatives

the form of an adjective that indicates it is the most, or the greatest of the given category or description. For example smartest, tallest, quickest, slowest, etc.

verb

Verbs express actions or states of being. For example, a person "prays," "loves," and "blesses." These are things the subject (doer of the verb) does. A person "is," "seems," and "belongs." These express states the subject experiences.

verb tense

Verbs will conjugate, or change, to indicate whether an action happened in the past, is happening in the present, or will happen in the future.

Answers

1. Alphabet and Pronunciation

E. 1) លោកអ័ដាមបានផ្ញើកំដៅ ដើម្បីឱ្យមានមនុស្សលោក; ហើយមានមនុស្សលោក ដើម្បីឱ្យគេអាចមានសេដ្ឋកិច្ច។ 2) ហើយព្រះវរបិតាទ្រង់មានព្រះបន្ទូលថា៖ ចូរអ្នកប្រែចិត្ត ចូរអ្នកប្រែចិត្ត ហើយទទួលបុណ្យជ័យជំនះដោយនូវព្រះនាមនៃព្រះរាជមុន្ត្រា ដ៏ជាទីស្រឡាញ់របស់យើងចុះ។ 3) ហើយដោយព្រះចេស្ដានៃព្រះវិញ្ញាណបរិសុទ្ធ នោះអ្នករាល់គ្នាអាចស្គាល់សេចក្តីពិតនៃគ្រប់ការណ៍ទាំងអស់។

2. Learning to Read Script

A.

អឃោសៈ		ឃោសៈ	
ថា	that	វា	it
បី	three	ពី	two
បើ	if	ឈើ	tree
ខ្ញុំ	to try	យំ	to cry
ដៃ	hand	នៃ	of
ដាំ	to grow	នាំ	to bring
កុំ	do not	ឃុំ	to detain
កោះ	island	ពោះ	stomach
ចាំង	bright	គាំង	stuck
ចត	to come	មក	to come
សួរ	to ask	គួរ	should
កោរ	to shave	គោ	cow
ប្រៀប	to compare	រៀន	to learn

F.

Diacritic		Non-Diacritic	
Words	Meaning	Words	Meaning
ដាក់	to put	ដក	to take
កក់	to deposit	ក	neck
គង់	to stay	គង	to stack
បត់	to turn	បទ	song
កាត់	to cut	កាត	card
យល់	to understand	យក	to take
ដប់	ten	ដប	bottle
គ្រប់	every	គ្រប	to cover

ច័ន្ទ	Monday	ចាន	dish
Diacritic		Non-Diacritic	
ញញើត	to tremble	ញញើត	hammer
មើលនោះ	to look	នរណា	who
ការណ៍	cause/event	ការ	prefix of a noun
ពណ៌	color	ពរ	blessing
សាសន៍	nation	សាសនា	religion
ដទៃ	others	ដដែល	the same

S.

Homophones	
សព្វ - All/every	សប្ប - to pump
ពស់ - Snake	ពោះ - Belly
នៃ - of	ន័យ - Meaning
ចិត្ត - Heart	ចិត - To peel
រាវ - To crawl	វា - It/pronoun for something of a lower status
រាន - A stand/veranda/to invade	រៀន - To learn
មាន - To have	ម្យ៉ែន - Longan
គួរ - Should/ought to	ក្អម - Cluster/bunch (used in the Cambodian word for string beans)
លាភ - Luck	លាប - To paint
សូន្យ - Zero/nothing	ស្វន - To mold (clay/pottery)
អ្នក - You	នាក់ - A person (classifier)
លោះ - To redeem	លួស - Wire/to strip
ផ្សារ - Market	ផ្ស - To weld

3. Sentence Structure

B.

Subject	Verb	Object	Complimentary Words	Prepositional Phrases
អ្នកទាំងអស់គ្នា	ដែលមាន ដើមក្បាលឡើង ទទួល ទទួលទាន មាន បានទទួល	ចិត្តបរិសុទ្ធ ព្រះបន្ទូល នូវសេចក្តីស្រឡាញ់ គំនិតរឹងមាំ ការណ៍ទាំងនេះ	ចូរ...ចុះ	ដ៏ផ្អែមល្ហែមនៃព្រះ របស់ទ្រង់ចុះ ដរាបតទៅ។

D.

Without Both Compliments	With Both Compliments
1) គាត់នៅតែមិនដឹងបើព្រះវិហារពិត។	គាត់នៅតែមិនដឹងបើព្រះវិហារពិតនៅឡើយ។
2) ព្រះមិនប្រណីអំពើបាបទាំងឡាយ។	ព្រះមិនប្រណីអំពើបាបទាំងឡាយឲ្យសោះ។
3) ខ្ញុំក៏មានសក្ខីភាពនៃព្រះគម្ពីរមរមន ។	ខ្ញុំក៏មានសក្ខីភាពនៃព្រះគម្ពីរមរមនផងដែរ។
4) ពួកយើងមិនអាចត្រលប់ទៅឋានសួគ៌ដោយគ្មានការធ្វើនូវសេចក្តីសញ្ញាពិសិដ្ឋទាំងឡាយ។	ពួកយើងមិនអាចត្រលប់ទៅឋានសួគ៌ដោយគ្មានការធ្វើនូវសេចក្តីសញ្ញាពិសិដ្ឋទាំងឡាយទេ។
5) ព្រះតែងតែស្តាប់ការអធិស្ឋានរបស់យើង។	ព្រះតែងតែស្តាប់ការអធិស្ឋានរបស់យើងជានិច្ច។
6) ខ្ញុំគ្រាន់តែបានរៀនភាសាខ្មែរបាន៦ខែ។	ខ្ញុំគ្រាន់តែបានរៀនភាសាខ្មែរបាន៦ខែ ប៉ុណ្ណោះ។
7) អីលឌើរទាំងនេះទើបតែមកដល់។	អីលឌើរទាំងនេះទើបតែមកដល់មិញ។
8) ខ្ញុំអត់ដឹង។	ខ្ញុំអត់ដឹងទេ។
9) អ្នកនឹងអាចឃើញប្តីរបស់អ្នកម្តងទៀត។	អ្នកនឹងអាចឃើញប្តីរបស់អ្នកម្តងទៀតបាន។
10) ខ្ញុំអត់មានសំនួរ។	ខ្ញុំអត់មានសំនួរទេ។
11) ដៃគូរបស់ខ្ញុំ និងខ្ញុំតែងតែពិភាក្សាអំពីមនុស្សដែលពួកយើងបង្រៀន។	ដៃគូរបស់ខ្ញុំ និងខ្ញុំតែងតែពិភាក្សារហូតអំពីមនុស្សដែលពួកយើងបង្រៀនជានិច្ច។
12) ខ្ញុំជឿលើព្រះយេស៊ូវគ្រីស្ទដែរ។	ខ្ញុំក៏ជឿលើព្រះយេស៊ូវគ្រីស្ទដែរ។

E. 1) ដំណឹងល្អនៃព្រះយេស៊ូវគ្រីស្ទផ្តល់នូវសន្តិភាពដល់ព្រលឹងវិញ្ញាណរបស់យើង។ 2) ថ្ងៃនេះ ខ្ញុំចង់ថ្លែងនូវសក្ខីភាពរបស់ខ្ញុំដល់អ្នក។ 3) យើងត្រូវតែបង្រៀននូវអ្វីដែលនឹងជួយពួកគេឲ្យមកកាន់ព្រះគ្រីស្ទ។ 4) ព្រះដឹងនូវអ្វីគ្រប់យ៉ាង។ 5) សូមដាក់ចូល នូវ flash-drive នេះ ទៅក្នុងកុំព្យូទ័រ។ 6) ថ្ងៃនេះ យើងបានយកនូវព្រះគម្ពីរមរមនមកទីនេះ។ 7) គាត់បាប្រព្រឹត្តកាត់នូវរឿងជាច្រើន។ 8) ដោយសិទ្ធិអំណាចនៃបព្វជិតភាពមិលគីស្យាដែកយើងអាចផ្តល់ឲ្យអ្នកនូវពរជ័យនៃបព្វជិតភាព។ 9) ខ្ញុំនឹងប្រកាសដល់ប្រជាជនកម្ពុជានូវផែនការនៃសេចក្តីសង្គ្រោះ។ 10) ខ្ញុំបានសរសេរនូវសំបុត្រទៅប្រធាន។ 11) ព្រះបានប្រទានដល់យើងនូវពរជ័យដ៏អស្ចារ្យជាច្រើន។

F. 1) គាត់នៅតែមិនដឹងបើព្រះវិហារជាព្រះវិហារពិត ។ 2) ព្រះមិនប្រណីនូវរាល់អំពើបាបទាំងឡាយ ។ 3) ខ្ញុំក៏មានសក្ខីភាពនៃព្រះគម្ពីរមរមន ។ 4) ពួកយើងមិនអាចត្រឡប់ទៅឋានសួគ៌ដោយគ្មានការធ្វើសេចក្តីសញ្ញាពិសិដ្ឋទាំងឡាយ ។ 5) ព្រះតែងតែស្តាប់នៅការអធិស្ឋានរបស់យើង ។ 6) ខ្ញុំបានរៀនភាសាខ្មែរអស់៦ខែប៉ុណ្ណោះ ។ 7) ពួកអីលឌើរទើបនឹងមកដល់ ។ 8) ខ្ញុំអត់ដឹង ។ 9) អ្នកនឹងអាចជួបប្តីរបស់អ្នកម្តងទៀត ។ 10) ខ្ញុំអត់មានសំណួរអីទេ ។ 11) ដៃគូខ្ញុំ និងខ្ញុំតែងតែពិភាក្សាអំពីមនុស្សដែលយើងបង្រៀន ។ 12) ខ្ញុំជឿលើព្រះគ្រីស្ទដែរ ។

4. State of Being

A. 1) គាត់នឹងធ្វើជាអ្នកដឹកនាំដ៏ល្អម្នាក់។ 2) ខ្ញុំធ្លាប់ធ្វើជាអ្នកផ្សព្វផ្សាយសាសនា។ 3) អគារនេះធ្លាប់ជាសាលារៀន។ 4) គាត់នឹងធ្វើជាសមាជិកដ៏ល្អមួយ ។ 5) គាត់ធ្លាប់ធ្វើជាប្រធានសាខា។ 6) នេះគឺជាក្រវាត់ករបស់គាត់។ 7) ប្រទេសកម្ពុជាធ្លាប់ជាប្រទេសដ៏ក្រីក្រ មួយ។ 8) ខ្ញុំសុំទោស វាគឺជាកំហុសរបស់ខ្ញុំ។ 9) វានឹងជាឱកាសដ៏អស្ចារ្យមួយ។ 10) គាត់នឹងធ្វើជាគ្រូបង្រៀនសូរស្តីខុទ្ទក្ខន្ធរបស់គាត់។

B. 1) អ្នកនឹងរៀបចំខ្លួនដើម្បីផ្សព្វផ្សាយសាសនាជាភាសាខ្មែរ។ 2) ព្រះគម្ពីរមរមននេះជាភាសាអង់គ្លេស ប៉ុន្តែយើងនឹងឲ្យអ្នកមួយក្បាលជាភាសាខ្មែរ។ 3) គាត់និយាយជាភាសាវៀតណាម ហើយបន្ទាប់មកខ្ញុំបកប្រែវាជាភាសាខ្មែរ។ 4) យើងអាចបង្រៀនអ្នកជាភាសាខ្មែរ ឬ ជាភាសាអង់គ្លេស ភាសាមួយណាអ្នកចេះច្រើនជាង។ 5) ប្រធានបានថ្លែងសក្ខីភាពជាភាសាខ្មែរថ្ងៃអាទិត្យ មុន។ 6) នៅពេលយើងនៅផ្ទះ ដៃគូខ្ញុំនិងខ្ញុំបានយល់ព្រមនិយាយតែភាសាអង់គ្លេស។

G. 1) ខ្ញុំជាជនជាតិកម្ពុជា។ 2) ដៃគូរបស់ខ្ញុំខ្ពស់។ 3) បន្ទាប់ពីបេសកកម្មរបស់ខ្ញុំ ខ្ញុំចង់ក្លាយជា វេជ្ជបណ្ឌិត។ 4) អ្វីដែលខ្ញុំស្រឡាញ់បំផុតអំពីបេសកកម្មរបស់ខ្ញុំគឺថាខ្ញុំអាចជួបអ្នកដទៃមកព្រះគ្រីស្ទ។ 5) ថ្ងៃនេះមេឃស្រលះ។ 6) ពួកយើងជាអ្នកផ្សព្វផ្សាយនៃសាសនាចក្រនៃព្រះយេស៊ូវគ្រីស្ទនៃពួកបរិសុទ្ធថ្ងៃចុងក្រោយ។ 7) បុរសម្នាក់នោះគឺជាប្រធានសាខា។

8) គ្មានផ្លូវណាផ្សេងទៀតដែលនឹងនាំយើងទៅកាន់សេចក្តីសង្គ្រោះ គឺមានតែព្រះយេស៊ូវគ្រីស្ទតែមួយគត់ដែលអាចជួយសង្គ្រោះពួកយើងបាន។ 9) អាវរបស់ខ្ញុំពណ៌ស។ 10) នេះគឺជាព្រះគម្ពីរមរមន។ 11) ដង្ហាយធួនរបស់ព្រះយេស៊ូវគ្រីស្ទគឺសម្រាប់អ្នកទាំងអស់គ្នា។ 12) បុព្វជិតភាពគឺជាអំណាចរបស់ព្រះ។ 13) ព្រះវិញ្ញាណបរិសុទ្ធជាដៃគូរបស់យើងប្រសិនបើយើងមានភាពសុចរិត។ 14) គាត់តែងតែរីករាយ នៅពេលគាត់កំពុងធ្វើការខ្លាំង។ 15) ខ្ញុំដឹងថាព្រះគម្ពីរមរមនជាការពិត។ 16) ព្រះគឺជាព្រះវរបិតាស្នូតជាទីស្រឡាញ់របស់យើង។ 17) អ្វីដែលប្រសើរជាងគឺការអានព្រះគម្ពីរជារៀងរាល់ថ្ងៃ។ 18) មានតែសាសនាចក្រពិតតែមួយគត់គឺ សាសនាចក្រនៃព្រះយេស៊ូវគ្រីស្ទនៃពួកបរិសុទ្ធច្រូងក្រោយ។

H. 1) ខ្ញុំមិនមែនជាជនជាតិកម្ពុជា។ 2) ដៃគូរបស់ខ្ញុំអត់ខ្ពស់។ 3) បន្ទាប់ពីបេសកកម្មរបស់ខ្ញុំ ខ្ញុំមិនចង់ក្លាយជាវេជ្ជបណ្ឌិត។ 4) អ្វីដែលខ្ញុំស្អប់បំផុតអំពីបេសកកម្មរបស់ខ្ញុំ គឺខ្ញុំមិនអាចជួយអ្នកដទៃមកឯ ព្រះគ្រីស្ទ។ 5) ថ្ងៃនេះ មេឃមិនស្រលះ។ 6) ពួកយើងមិនមែនជាអ្នកផ្សព្វផ្សាយនៃសាសនាចក្រនៃព្រះយេស៊ូវគ្រីស្ទនៃពួកបរិសុទ្ធច្រូងក្រោយ។ 7) បុរសម្នាក់នោះមិនមែនជាប្រធានសាខា។ 8) ផ្លូវដែលនឹងនាំយើងទៅកាន់សេចក្តីសង្គ្រោះ គឺមិនមែនតែព្រះយេស៊ូវគ្រីស្ទតែមួយគត់ទេដែលអាចជួយសង្គ្រោះពួកយើងបាន។ 9) អាវរបស់ខ្ញុំមិនមែនពណ៌ស។ 10) នេះមិនមែនជាព្រះគម្ពីរមរមនទេ។ 11) ដង្ហាយធួនរបស់ព្រះយេស៊ូវគ្រីស្ទគឺមិនមែនសម្រាប់អ្នកទាំងអស់គ្នាទេ។ 12) បុព្វជិតភាពមិនមែនជាអំណាចរបស់ព្រះ។ 13) ព្រះវិញ្ញាណបរិសុទ្ធមិនមែនជាដៃគូរបស់យើង ប្រសិនបើយើងមិនមានភាពសុចរិត។ 14) គាត់អត់តែងតែរីករាយ នៅពេលគាត់កំពុងធ្វើការខ្លាំង។ 15) ខ្ញុំដឹងថាព្រះគម្ពីរមរមនមិនមែនជាការពិត។ 16) ព្រះមិនមែនជាព្រះវរបិតាស្នូតជាទីស្រឡាញ់របស់យើង។ 17) ប្រសិនបើយើងអត់អានព្រះគម្ពីរជារៀងរាល់ថ្ងៃ គឺព្រះគម្ពីរនឹងប្រទានពរដល់ជីវិតអ្នក។ 18) មានតែសាសនាចក្រពិតតែមួយគត់ គឺមិនមែនជាសាសនាចក្រនៃព្រះយេស៊ូវគ្រីស្ទនៃពួកបរិសុទ្ធច្រូងក្រោយ។

I. 1) ថ្ងៃនេះជាថ្ងៃអាទិត្យ។ 2) ភ្លៀង or មេឃភ្លៀង or ភ្លៀងហើយ។ 3) រីករាយដែលបានជួបអ្នក។ 4) ព្រះយេស៊ូវមានព្រះជន្មរស់នៅសព្វថ្ងៃនេះ។ 5) ដល់ពេលត្រូវទៅ។ 6) ខ្ញុំឈ្មោះ ស៊ីស្ទើរស្ទីវ។ 7) បេសកកម្មជាការងារលំបាក។ 8) តើព្រះវិហារយ៉ាងមេចដែរ? 9) គាត់រីករាយខ្លាំងណាស់ដែលបានក្លាយជាសមាជិក។ 10) នេះជាដៃគូរបស់ខ្ញុំ។

5. Close Ended Questions

F.

	Negative Response	Positive Response
1.	អត់ចង់ទេ, មិនចង់ទេ	ចង់
2.	អត់បោកទេ, មិនបោកទេ	បោក
3.	អត់ចេះទេ, មិនចេះទេ	ចេះ
4.	អត់គួរទេ, មិនគួរទេ	គួរ
5.	អត់មានទេ, មិនមានទេ	មាន
6.	អត់យល់ព្រមទេ, មិនយល់ព្រមទេ	យល់ព្រម
7.	អត់ជិះទេ, មិនជិះទេ	ជិះ
8.	អត់ស្រឡាញ់ទេ, មិនស្រឡាញ់ទេ	ស្រឡាញ់
9.	អត់ទៅទេ, មិនទៅទេ	ទៅ
10.	អត់ជឿទេ, មិនជឿទេ	ជឿ
11.	អត់ចូលចិត្តទេ, មិនចូលចិត្តទេ	ចូលចិត្ត
12.	អត់ចង់ទេ, មិនចង់ទេ	ចង់
13.	អត់ឃើញទេ, មិនឃើញទេ	ឃើញ
14.	អត់នឹកទេ, មិននឹកទេ	នឹក

G.

	Negative Response	Positive Response
a.	នៅ, អត់, អត់ទាន់, អត់ទាន់ផង, អត់ទាន់ទេ	បានញ៉ាំហើយ, ហើយៗ
b.	នៅ, អត់បានផង, អត់ទាន់អានផង, អត់ទាន់ទេ	បាន, ហើយៗ, បានហើយ
c.	នៅទេ, អត់ហើយទេ, អត់ទាន់ហើយ, អត់ទាន់ផង, អត់ទាន់ទេ	បាន, ហើយៗ, បានហើយ
d.	នៅ, នៅទេ, អត់ទាន់, អត់ទាន់ផង, អត់ទាន់ទេ	រួចហើយ, ហើយៗ
e.	នៅទេ, អត់ទាន់, អត់ទាន់ផង, មិនទាន់ទេ	រួចហើយ, ហើយៗ
f.	នៅទេ, អត់ទាន់ទេ, អត់ទាន់ផង,	ជិតហើយ, ចប់ហើយ
g.	នៅទេ, អត់ទាន់ទេ, អត់ទាន់ផង,	ហើយៗ, ចេញហើយ
h.	នៅទេ, អត់ទាន់ទេ, អត់ទាន់ផង,	ទៅហើយ, ដល់ហើយ

6. Asking Who and What

F. 1) តើនរណាមានកូនសោដិម្សីបើកទ្វារអាគារព្រះវិហារ? 2) តើអ្នកណាបានអានខតម្ពីរចុងក្រោយ? 3) តើនរណានឹងទទួលបុណ្យជ្រមុជទឹកសប្តាហ៍ក្រោយ? 4) តើអ្នកណាបង្រៀនអំណាច? តើស៊ីស្ទើរបង្រៀនណាគេ? 5) តើអ្នកចង់ឲ្យពិណាគេជ្រមុជទឹកឲ្យអ្នក? តើអ្នកណាចង់ឲ្យប្រសូតជ្រមុជទឹកឲ្យ គេ? 6) តើអ្នកណាបានធ្វើដង្ហាយឆ្ងួសសម្រាប់អ្នក? តើពុរេយេស៊ីត្រីស្ទបានធ្វើដង្ហាយឆ្ងួសសម្រាប់អ្នកណា? 7) តើព្រះវរបិតាបានបញ្ជូនអ្នកណាមកលើផែនដី? តើអ្នកណាបានបញ្ជូនបុត្រាជាទីស្រឡាញ់មកលើផែនដី? 8) តើអ្នកណាជាព្យាករិសព្វថ្ងៃនេះ? 9) តើពួកខ្ញុំអាចជួបពិណាគេនៅម៉ោង៣? តើអ្នកណាអាចជួបបងសុភានៅម៉ោង៣? 10) តើព្រះគម្ពីរនេះជារបស់អ្នកណា?

G. 1) តើសេចក្តីជំនឿជាអ្វី? 2) តើដំណឹងល្អរបស់ព្រះយេស៊ូវគ្រីស្ទមានគោលការណ៍អ្វីខ្លះ? 3) តើនេះជាអ្វី? Informal: ស្តីគេហ្នឹង? 4) តើអ្នកសង្ឃឹមទទួលបានអ្វីពីការជួបជាមួយពួកខ្ញុំ? 5) តើយើងអាចធ្វើអ្វីខ្លះដើម្បីឲ្យការបម្រើរបស់យើងនៅសប្តាហ៍ក្រោយកាន់តែល្អប្រសើរ? 6) តើអ្នកចាប់អារម្មណ៍ទៅលើខ្ញុំអ្វីពីខតម្ពីរនេះ? 7) បាទ? / ចាស? 8) តើអ្នកឈ្មោះអ្វីដែរ? 9) តើអ្នកកាន់សាសនាអ្វី? 10) តើអ្នកបាននិយាយអ្វីដែរ? Informal: អ្នកថាម៉េច?

L. 1) តើអ្នកស្គាល់អ្នកណាដែលមានសាច់ញាតិទើបចូលមរណភាព? 2) អ្នកណាគេទើបតែធ្វើផ្ទះមកតំបន់នេះ? 3) តើអ្នកដឹងថាព្រះយេស៊ូវគ្រីស្ទជាអ្នកណា? 4) តើអ្នកស្គាល់អ្នកណាដែលទើបសម្រាលហើយ? 5) តើអ្នកស្គាល់អ្នកណាដែលត្រូវការពួកខ្ញុំលើកទឹកចិត្ត? 6) តើអ្នកស្គាល់អ្នកណាដែលពួកខ្ញុំអាចធ្វើការបម្រើសម្រាប់ពួកគាត់បាន? 7) តើអ្នកណាជាគ្រីស្ទាននៅម៉្លេះ? 8) អ្នកណាស់នៅទីនេះជាមួយអ្នក?

7. Nouns

A. 1) ចៅ 2) កូន 3) បង 4) ពួកកូន or ពួកទូលបង្គំ 5) ប៉ា or ពុក 6) អី 7) ម៉ែ or ម៉ាក់ 8) ពួកខ្ញុំ 9) ពួកខ្ញុំ 10) ប៉ា or ពុក 11) បង or មីង 12) អូន 13) កូន 14) បង 15) បង or ពូ

G. 1) ភាពរីករាយ, សេចក្តីរីករាយ 2) ភាពសោកស្តាយ, ការសោកស្តាយ 3) អំពើហិង្សា 4) សម្ភារៈនិយម 5) ទេសចរ 6) កិច្ចព្រមព្រៀង, ការព្រមព្រៀង 7) ការភៀសខ្លួន, ជនភៀសខ្លួន 8) អំពើល្អ 9) សេចក្តីសប្បុរស 10) ការកាន់ 11) អំពើពុករលួយ 12) ភាពត្រីក្រ, ជនត្រីក្រ 13) អំពើបាប, បាបកម្ម 14) ជនជាតិ, ជាតិនិយម 15) ការបើកបរ 16) ភាពផ្លូវស្រាល 17) កិច្ចសន្យា, ការសន្យា 18) សេចក្តីសញ្ញា 19) កសិករ, កសិកម្ម, កសិដ្ឋាន 20) កីឡាករ, កីឡាដ្ឋាន 21) ស្ថានទូត 22) ផលិតកម្ម, ផលិតករ

H. 1) លោកជាព្យាករិ 2) ពួកគេជាជនជាតិខ្មែរ 3) អ្នកធ្វើការជាគ្រូបង្រៀន 4) ទូលបង្គំត្រូវការជំនួយពីព្រះ 5) អាត្មាអរគុណញោមណាស់ 6) គាត់ជាដៃគូល្អ 7) នេះជាព្រះរាជបុត្រាដ៏ស្នូនភ្ញារបស់យើង ចូរស្តាប់តាមទ្រង់ចុះ 8) បច្ចុប្បន្ននេះ ខ្ញុំបាទនិស្សិត 9) តើនាងកំពុងធ្វើអ្វី? 10) ពួកយើងខ្ញុំកំពុងធ្វើបទបង្ហាញ 11) ពួកខ្ញុំជាអ្នកផ្សព្វផ្សាយសាសនា 12) ព្រះគេជគុណនិមន្តទៅវត្ត 13) នាងខ្ញុំឈ្មោះចនា 14) ពួកយើងដឹងថាព្រះវិហារពិត 15) ទូលបង្គំសូមថ្វាយព្រះពរដល់ពុរេករុណា 16) ពួកគាត់កំពុងប្រជុំ។

- I. 1) អ្នកឈ្នះ 2) អ្នកបើកបរ 3) អ្នកនិយាយ 4) អ្នកជំនាញ 5) អ្នកស្នេហាជាតិ 6) អ្នកចេះដឹង 7) អ្នកលក់ 8) អ្នកលាងបាន
9) អ្នករៀន 10) អ្នកក្បត់សាសនា 11) អ្នកចម្រៀង 12) អ្នកជួយ 13) អ្នកកុំពេញ 14) អ្នកនិពន្ធ 15) អ្នកស្តាប់ 16) អ្នកធ្វើ
17) អ្នកមាន 18) អ្នកស្រែ

O.

General	Specific
1) គាត់ជាព្យាករី និងអ្នកមើលឆុត ព្រមទាំងជាអ្នកទទួលវិវរណៈ ។	1) ពួកគាត់ជាព្យាករី និងអ្នកមើលឆុត ព្រមទាំងជាអ្នកទទួលវិវរណៈ ។
2) តើបងនឹងមកព្រះវិហារទេ ?	2) តើពួកបងនឹងមកព្រះវិហារទេ ?
3) យើងបានជិះកង់របស់យើង ។	3) ពួកយើងបានជិះកង់របស់យើង ។
4) មុនហ្នឹងបន្តិចថ្ងៃនេះ គេបានលេងបាល់ទះនៅទីនេះ ។	4) មុនហ្នឹងបន្តិចថ្ងៃនេះ ពួកគេបានលេងបាល់ទះនៅទីនេះ ។
5) ចៅកំពុងលេងបាល់ទាត់នៅខាងក្រៅ ។	5) ពួកចៅកំពុងលេងបាល់ទាត់នៅខាងក្រៅ ។
6) មិត្តអ្នកនិងគ្រួសាររបស់អ្នក គេត្រូវការពរជ័យពីដំណឹងល្អ	6) មិត្តអ្នកនិងគ្រួសាររបស់អ្នក ពួកគេត្រូវការពរជ័យពីដំណឹងល្អ ។
7) ទ្រង់បានប្រាប់យ៉ូសែបស្នើថា គាត់មិនត្រូវចូលរួមជាមួយ សាសនាណាមួយឡើយ ។	7) ទ្រង់ទាំងពីរបានប្រាប់យ៉ូសែបស្នើថា គាត់មិនត្រូវចូលរួមជា មួយសាសនាណាមួយឡើយ ។
8) ទូលបង្គំមានអំណរគុណសម្រាប់ដំណឹងល្អដ៏ពិត ។	8) ពួកទូលបង្គំមានអំណរគុណសម្រាប់ដំណឹងល្អដ៏ពិត ។
9) តើអ្នកយល់ព្រមទទួលបុណ្យជ្រមុជទឹកទេ ?	9) តើពួកអ្នកទាំងអស់គ្នាយល់ព្រមទទួលបុណ្យជ្រមុជទឹកទេ ?
10) គាត់នឹងមកចូលរួមសន្និសីទហ្សូន ។	10) ពួកគាត់នឹងមកចូលរួមសន្និសីទហ្សូន ។

- P. 1) កំណាច 2) ចំណាស់ 3) កំហុស 4) លំអ 5) ចំណង់ 6) ពន្លឺ 7) ស្នែង 8) ទម្ងន់ 9) ដំណើរ 10) គំនូរ 11) កម្ពស់
12) ជំនិះ 13) ជំរៅ 14) ជំនេក 15) គំនរ 16) ចម្រៀង 17) អំណោយ 18) ចំងាយ 19) គំនិត 20) ចំណូល 21) របៀប 22) សម្ល
23) ចម្បាំង 24) គំរូ 25) ចំណុច 26) កំដៅ

Review: State of Being

- D. 1) លេមិន, លេមយូល, សាំ 2) ប្រជាជនយេរូសាឡឹមបានព្យាយាមរកផ្លាច់ជីវិតលោក 3) កូនប្រសលោកលីហៃបានយក
ពួកកូនស្រីរបស់អ៊ីសាអែលធ្វើជាប្រពន្ធ ។ 4) លេមិន និងលេមយូលបានបះបោរទាស់នឹងនីហ្វ ។ 5) គេហៅកន្លែងនោះថា
បរិបូរណ៍ ។ 6) គេឆ្លងទឹកដ៏ធំធេងទៅដល់ដែនដីសន្យា ។ 7) អត្ថបទនេះគឺស្របតាមដំណើររឿងរបស់នីហ្វ ។

8. Possessives

- D. 1) នេះគឺជាអាវធំរបស់បងប្រុសខ្ញុំ 2) កូនប្រុសរបស់អ្នកជិតខាងគាត់ក៏ចង់រៀនដែរ ។ 3) ពួកខ្ញុំបាត់ទូរស័ព្ទគាត់ហើយ ។
4) ខ្ញុំស្រឡាញ់ដៃគូខ្ញុំ ។ 5) ផ្ទះរបស់ប្រុសប្រពន្ធក្នុងផ្ទះនេះ ។ 6) គាត់កំពុងសរសេរក្នុងសៀវភៅកំណត់ហេតុគាត់ ។
7) កង់របស់ដៃគូខ្ញុំខូច ។ 8) ពេលខ្លះជីវិតយើងពិបាក ។ 9) បិទខ្ញុំអស់ទឹក ។ 10) ទីស្នាក់ការរបស់ក្រុមហ៊ុនគាត់នៅតំបន់នេះ ។
- E. 1) ដំណឹងល្អនៃព្រះយេស៊ូវគ្រីស្ទគឺជាចំណុចកណ្តាលនៃផែនការណ៍នៃសេចក្តី សង្គ្រោះ ។ 2) នេះជាផ្ទះរបស់ខ្ញុំ ។
3) ព្រះវិហារបរិសុទ្ធជាដំណាក់កាលរបស់ព្រះ ។ 4) ខ្ញុំស្គាល់ឈ្មោះសមាជិកទាំងអស់នៃក្រុមទីប្រឹក្សាជាន់ខ្ពស់ ។ 5)
នោះជាកាតាបរបស់ដៃគូខ្ញុំ ។ 6) ដង្ហាយឆ្នួននៃព្រះយេស៊ូវមានសារៈសំខាន់សម្រាប់យើង ។ 7) ប្តីរបស់គាត់នៅខេត្ត ។ 8) យើង
គួរតែចងចាំនូវសារៈសំខាន់នៃក្រុមគ្រួសារ ។ 9) នេះជាtransferទីពាររបស់ខ្ញុំនៅតំបន់នេះ ។ 10) គាត់ជាព្យាករីជាទីស្រឡាញ់របស់យើង ។

9. Prepositions

- G. 1) យើងខ្ញុំបង្រៀនអំពីព្រះយេស៊ូវគ្រីស្ទ ។ 2) ព្រះវិហារបរិសុទ្ធនោះធ្វើពីសិលា ។ 3) គាត់មកពីខេត្តសៀមរាប ។
4) នៅក្នុងសក្ខីភាពយើង យើងនិយាយអំពីអារម្មណ៍ចេញពីដួងចិត្តយើង ។ 5) “ខ្ញុំឃើញភូមិអង្គពីរ.....
ឈរនៅលើអាកាសពីលើរូបខ្ញុំ” ។ 6) គាត់ចូលចិត្តមេរៀនយើងអំពីការកែប្រែចិត្ត ។ 7) យើងបានគិតពីអ្នកជារៀងរាល់ថ្ងៃ ។

- 8) តាំងពីខ្ញុំនៅវ័យក្មេង ខ្ញុំបានព្យាយាមធ្វើតាមព្រះ។ 9) ពេលយើងអានខគម្ពីរនេះ សូមគិតពីក្រុមគ្រួសាររបស់អ្នក។
- 10) តើអ្នកជឿអ្វីពីព្រះ?

H. 1) Apartment គាត់នៅក្រោមពួកគេ។ 2) យើងចង់ចែកចាយខមួយនៅក្នុងនីហ្វែរី។ 3) យើងត្រូវជិះកង់កាត់ព្រៃដើម្បីទៅផ្ទះគាត់។ 4) តោះទៅជួបនៅព្រះវិហារ។ 5) ផ្លូវរបស់អ្នកនៅក្រៅផ្ទះ។ 6) ការលូតត្រង់នឹងបញ្ញត្តិរបស់ព្រះ។ 7) នៅថ្ងៃណាមួយយើងនឹងលក់ដង្កូវពីមុខព្រះអង្គសង្គ្រោះ។ 8) ផ្ទះគាត់នៅចន្លោះព្រះវិហារនិង apartment ខ្ញុំ។ 9) ពួកខ្ញុំអាចជួយពីសំណើមជុំវិញផ្ទះគាត់។ 10) កូនសៀវភៅនៅក្បែរទ្វារ។ 11) តើអ្នកមកពីខេត្តណា? 12) ផ្លូវនេះចេញពីនេះទៅរហូតដល់ខេត្តព្រៃវែង។ 13) យើងបង្រៀនភាសាអង់គ្លេសនៅក្នុងព្រះវិហារទល់មុខនឹងមហាវិទ្យាល័យ។ 14) ថ្ងៃចាំពីលើមុខពួកខ្ញុំ។ 15) យើងបម្រើក្នុងចំណោមអ្នកត្រួតត្រាយផ្លូវបច្ចុប្បន្ន។ 16) អ្នកអាចផ្អែកកង់អ្នកជាប់ជញ្ជាំងបាន។ 17) គាត់ទើបតែចូលក្នុង។ 18) ពួកគេលក់ប៉ាយឆានៅមុខផ្ទះពួកគេ។ 19) ខ្ញុំត្រូវតែប្រយ័ត្នពេលខ្ញុំជិះកង់តាមផ្លូវ។ 20) ផ្ទះខ្ញុំនៅជាប់ផ្លូវនិងមណ្ឌលកុមារកំពុរាបាំង។ 21) កន្លែងប្រជុំនៅខាងលើ។ 22) យើងត្រូវតែងាកឆ្ពោះទៅរកព្រះ។

L. ហើយឥឡូវនេះ ឱកាសប្រសទាំងឡាយរបស់ឪពុកអើយ ចូរចងចាំចុះ ចូរចងចាំចុះថា គឺនៅលើសិលាស្រះដ៏ប្រោសលោះនៃយើង គឺព្រះគ្រីស្ទជាព្រះរាជបុត្រានៃព្រះ ដែលត្រូវសង់គ្រឹះរបស់កូន ដើម្បីកាលណាអារក្សបញ្ចេញខ្យល់ដ៏ខ្លាំងក្លារបស់វាមក មែនហើយ ព្រញរបស់វានៅក្នុងខ្យល់ក្នុង មែនហើយ កាលណាព្រលនិងខ្យល់ព្យុះកំណាចទាំងអស់របស់វាបោកបក់មកលើកូន នោះវានឹងគ្មានអំណាចមកលើកូនឡើយ ដើម្បីទាញកូនចុះទៅក្នុងដង្កូវនៃសេចក្តីវេទនា និងទុក្ខលំបាកដ៏មិនចេះចប់មិនចេះហើយ ពីព្រោះមកពីសិលាដែលកូនបានសង់នៅលើនោះ ដែលជាគ្រឹះដ៏ខ្លាំងមួយ ជាគ្រឹះមួយបើសិនណាមនុស្សសង់នៅលើនោះ នោះពួកគេមិនអាចរលំបានឡើយ។

N. សៀវភៅនេះនិយាយពីព្រះយេស៊ូវគ្រីស្ទ។ 2) សៀវភៅនេះមានប្រហែលជា 500 ទំព័រ។ 3) ខ្ញុំត្រលប់ទៅផ្ទះបន្តិចទៀតនេះ។ 4) ពួកយើងបត់កង់ទៅក្រោយវិញ។ 5) តើអ្នកកំពុងគិតអ្វី? 6) នសត្វច្រើននៅជុំវិញផ្ទះ។ 7) គាត់មានកម្ពស់ប្រហាក់ប្រហែលនឹងខ្ញុំ។ 8) គាត់ហាក់បីដូចមានលក្ខណៈចម្លែកខ្លះៗ។ 9) កិច្ចការអ្នកផ្សព្វផ្សាយសាសនាគឺអំពីការជួយអ្នកដទៃ។ 10) ប្រធានបង្កើនពួកខ្ញុំអំពីការទាក់ទងដ៏មានប្រសិទ្ធភាព។

10. Conjunctions

E. 1) យើងគួរតែអាន និងអធិស្ឋាន។ 2) អារម្មណ៍ពីព្រះវិញ្ញាណគឺស្ងៀមស្ងាត់ តែមានអានុភាព។ 3) យើងមិនគួរមានអារម្មណ៍ក្រៀមក្រំចិត្ត ឬបាក់ទឹកចិត្តឡើយ។ 4) ខ្ញុំដឹងថាព្រះគម្ពីរមេរមនគឺជាការពិត។ 5) យើងគោរពតាមដើម្បីបង្ហាញសេចក្តីស្រលាញ់យើងដល់ព្រះ។ 6) ព្រះវរបិតា និងព្រះយេស៊ូវគ្រីស្ទស្រលាញ់អ្នក។ 7) ព្រះមានសេចក្តីករុណា ក៏ប៉ុន្តែយុត្តិធម៌។ 8) យើងមិនគួរខ្លាចឬសង្ស័យ។ 9) សូមអានខទីពីរ និងទីបី ហើយនិងទីបួន។ 10) ព្រះយេស៊ូវគ្រីស្ទបានធ្វើដង្វាយចូនដើម្បីយើងអាចត្រលប់ទៅរកព្រះវរបិតាវិញ។ 11) អេដើរបានបង្រៀនថាភាពទន់ខ្សោយយើងអាចក្លាយជាភាពខ្លាំងវិញ។ 12) ខ្ញុំធ្វើតាមព្រះយេស៊ូវគ្រីស្ទ ដូច្នេះខ្ញុំជាកូនសិស្សរបស់ទ្រង់។

F. 1) យើងបានសួរសុខទុក្ខវាសនា និងពិសិទ្ធ និងវិជ្ជាពីមុនម៉ោងបាយ។ 2) ខ្ញុំនឹងចែកចាយសក្ខីភាពរបស់ខ្ញុំ ហើយអ្នកអាចផ្តល់ការតាំងចិត្ត។ 3) ដៃគូខ្ញុំនិងខ្ញុំចង់បង្រៀនអ្នកអំពីព្រះយេស៊ូវគ្រីស្ទ។ 4) យើងត្រូវតែជឿ និងកែប្រែចិត្ត ព្រមទាំងធ្វើសេចក្តីសញ្ញាដើម្បីត្រលប់ទៅរកព្រះវរបិតាសូមវិញ។ 5) ព្រះយេស៊ូវគ្រីស្ទគឺជាផ្លូវ និងជាសេចក្តីពិត និងជាជីវិត។ 6) ខ្ញុំមានអំណរគុណសម្រាប់ព្រះ ព្រមទាំងសាសនាចក្ររបស់ទ្រង់។ 7) នៅក្នុងព្រះនាមនៃព្រះវរបិតា និងនៃព្រះរាជបុត្រា និងនៃព្រះវិញ្ញាណបរិសុទ្ធ។ 8) ខ្ញុំមកប្រទេសកម្ពុជា ហើយភ្លាមនោះបានស្រលាញ់ប្រជាជនតែម្តង។ 9) ពេត្រស និងម៉ាកុស ព្រមទាំង យ៉ូហានបានគោរពតាម និងបានធ្វើតាមព្រះ។ 10) ព្រះជាព្រះវរបិតារបស់យើង ហើយយើងជាកូនចៅរបស់ទ្រង់។

K. 1) កាន់កណ្តៀបរបៀបអញ្ចឹង។ 2) ខ្ញុំចូលចិត្តអ្នកបង្រៀនរបៀបអញ្ចឹង។ 3) អញ្ចឹងអី? 4) អ៊ីចឹង តោះទៅសួរសុខទុក្ខគាត់។ 5) ប្រសិនបើយើងធ្វើអញ្ចឹង យើងមិនមានភាពសក្តិសមដើម្បីទទួលបុណ្យជ្រមុជទឹកទេ។ 6) អ្នកបានធ្វើតាមព្រះបញ្ញត្តិអញ្ចឹងអ្នកបានទទួលពរជ័យ។ 7) ហេតុអ្វីអ្នកចង់បង្រៀនដូចអញ្ចឹង? 8) ប្រសិនបើអ្នកអានព្រះគម្ពីរតាមរបៀបនេះ អ្នកនឹងរៀនបានច្រើន។ 9) ពេលអ្នកទទួលពិធីបុណ្យជ្រមុជទឹក អ្នកនឹងបានជ្រមុជក្នុងទឹកអស់មួយភ្លែត ដូចអញ្ចឹង។ 10) អ្នកត្រូវញ៉ាំងរបៀបអញ្ចឹង។

L. 1) ពួកខ្ញុំគិតថាអ្នកអស្ចារ្យ។ 2) ខ្ញុំឮថាព្យុះជិតមកដល់ហើយ។ 3) ពួកខ្ញុំជាអ្នកផ្សព្វផ្សាយដែលបាននិយាយជាមួយអ្នកកាលពីម្សិលមិញ។ 4) ខ្ញុំរីករាយណាស់ដែលមានឱកាសជួបអ្នក។ 5) តើអ្នកមានអារម្មណ៍ថាអ្វីដែលយើងបានបង្រៀនជាការពិតទេ? 6) ពន្លកបាននិយាយថា គាត់ចង់ទទួលបុណ្យជ្រមុជទឹក! 7) សាសនាចក្រដែលមានអំណាចបុព្វជិតភាព គឺសាសនាចក្រដែលមានអំណាចដើម្បីសង្គ្រោះពួកយើង។ 8) គាត់និយាយថា គាត់ចង់កាន់អំណាចបុព្វជិតភាព។ 9) ព្រះបានឲ្យយើងនូវព្រះគម្ពីរមេរមនដើម្បីយើងអាចដឹងថាទ្រង់មានព្រះជន្មរស់។ 10) ដោយសារដង្វាយចូនរបស់ព្រះយេស៊ូវគ្រីស្ទដែលអាចជួយ

យើងឲ្យស្អាតពីអំពើបាប។ 11) ខ្ញុំទទួលស្គាល់ថាយើងត្រូវពឹងផ្អែកលើព្រះគុណនៃព្រះគ្រីស្ទ ដើម្បីទទួលសេចក្តីសង្គ្រោះ។
 12) ខ្ញុំមិនដឹង ប្រសិនបើគាត់ជាម្នាក់ដែលជាគ្រូបង្រៀនតាមផ្ទះរបស់អ្នកដែរឬអត់។ 13) ខ្ញុំដឹងថា សាសនាចក្រនៃព្រះ
 យេស៊ូវគ្រីស្ទនៃពួកបរិសុទ្ធច្រូងក្រោយជាសាសនាចក្រដែលព្រះបានស្ថាបនាឡើងសម្រាប់កូនចៅរបស់ទ្រង់។
 14) អ្នកណាគេដែលអធិស្ឋានលើកមុន? 15) អាគាសធាតុជាអ្វីដែលនឹងកំណត់ បើយើងអាចជួបគាត់ឬអត់។ 16) ខ្ញុំដឹងថា
 គាត់ជាព្យាករណ៍ដែល ព្រះបានហៅ។

11. Adjectives

F. 1) ម្ហូបនេះឆ្ងាញ់។ vs. ខ្ញុំចូលចិត្តម្ហូបឆ្ងាញ់។ 2) នោះជាឡានលឿនក្រហមគាត់។ vs. ឡានក្រហមគាត់លឿន
 3) ព្រះចង់ឲ្យយើងមានចិត្តបរិសុទ្ធ។ vs. ចិត្តយើងបរិសុទ្ធ។ 4) អ្នកផ្សព្វផ្សាយសាសនាខ្ពស់នោះនៅទីនេះ។ vs.
 អ្នកផ្សព្វផ្សាយសាសនានោះខ្ពស់។ 5) នោះជាសំណួរល្អ។ vs. សំណួរនោះល្អ។ 6) ប៊ីស្បរបដែលអស្ចារ្យរបស់យើង...
 vs. ប៊ីស្បរបយើងអស្ចារ្យ។ 7) ផ្លូវអាក្រក់នោះក្រឡេកក្រឡុកណាស់។ vs. ផ្លូវក្រឡេកក្រឡុកនោះអាក្រក់ណាស់។

N. 1) ព្រះអង្គសង្គ្រោះរបស់យើង ព្រះយេស៊ូវគ្រីស្ទគឺល្អឥតខ្ចោះ។ 2) ថ្ងៃបុណ្យជ្រមុជទឹកខ្ញុំគឺអស្ចារ្យ។
 3) ថ្ងៃនេះគឺសប្បាយណាស់។ 4) គាត់គឺហ្មត់ចត់។ 5) យ៉ូសែបស៊ីធីក្មេងណាស់ពេលគាត់បានឃើញព្រះ។
 6) ផ្ទះគាត់គឺស្មោកស្រោកណាស់។ 7) ប៊ីចខ្ញុំគឺពណ៌ក្រហម។ 8) អាគារថ្មីរបស់ព្រះវិហារគឺស្អាត។ 9) បញ្ហាដែលប្រជាជនអាណ
 ម៉ាបានប្រឈមមុខគឺជាលំបាក។ 10) កង់គាត់គឺចាស់។

12. Intensifiers

F. 1) សម្លនេះក្តៅពេក។ 2) យើងមិនគួរចេញឆ្ងាយពេកពីព្រះទេ។ 3) ថ្ងៃនេះក្តៅពេក។ 4) គាត់ដឹងច្រើនពេក។
 5) យើងជិះកង់លឿនពេក។ 6) គាត់ចំណាយពេលច្រើនពេកជាមួយអ្នកដែលមានឥទ្ធិពលអាក្រក់លើគាត់។
 7) តើអ្នកអាចធ្វើផែនការច្រើនពេកទេ? 8) ការសួរសំនួរច្រើនពេកពេលខ្លះធ្វើឲ្យអ្នកខ្លះមានអារម្មណ៍អន្ទះសា។
 9) ខ្ញុំញ៉ាំច្រើនពេក។ 10) ខ្ញុំញ៉ាំសាច់ច្រើនពេក។ 11) ព្រះវិហារបរិសុទ្ធនៅឆ្ងាយពេកសម្រាប់ឲ្យពួកគេទៅជាប្រចាំ។
 12) គាត់សរសេរច្រើនពេក។

13. Comparisons

E. 1) ឧត្តមីទាំងនោះគឺស្រដៀងគ្នា។ 2) មុខអ្នកទាំងអស់គ្នាប្រហាក់ប្រហែលគ្នា។ 3) ម្ហូបអាហារកាំង
 ហើយនិងម្ហូបខ្មែរគឺខុសពីគ្នា។ 4) ខ្ញុំបាននិយាយពីមនុស្សផ្សេងពីគ្នា។ 5) យើងមានអាយុស្រករគ្នា។ 6) ទឹកជំនន់លេចត្រឹមនិ
 ងដំបូលផ្ទះខ្ញុំ។ 7) យើងមានភាពស្មើគ្នាព្រោះយើងទាំងអស់គ្នាជាកូនរបស់ព្រះដូចគ្នា។ 8) ដៃខ្ញុំនិងដៃអ្នកមានទំហំដូចគ្នា។
 9) មធ្យោបាយមួយណាក៏បាន មធ្យោបាយទាំងពីរក៏ល្អដូចគ្នា។ 10) ព្រះវិហារយើងខ្ញុំខុសពីព្រះវិហារផ្សេងនោះ។
 11) និកាយគ្រីស្ទានទាំងអស់មិនដូចគ្នា ពួកគេបែកចេញពីគ្នា។ 12) យើងចង់បញ្ជាក់ថាក្តារទាំងនោះមានកម្ពស់ស្មើគ្នា។

F. 1) ផ្ទះមេឡាឆ្ងាយជាងផ្ទះបុរាណ។ 2) អ៊ីម៉ែលខ្ញុំរង់ចាំជាងអ៊ីម៉ែលដៃគូខ្ញុំ។ 3) នៅរដូវរងារ ស្រកអាហារិកត្រជាក់ជាងស្រកខ្មែរ
 ១០ដង។ 4) ពួកគេជាសមាជិករឹងមាំជាងគេនៅក្នុងសាខា។ 5) គាត់ក្មេងជាង។ 6) ខ្ញុំបានចំណាយពេលយូរជាងដៃគូដើ
 ម្បីសរសេរអ៊ីម៉ែល។ 7) នៅក្នុងមណ្ឌលខ្ញុំ គាត់ជាអ្នកដែលរីករាយជាងគេ។ 8) គាត់ពិតជាដឹងច្រើនជាងខ្ញុំ។
 9) គាត់និយាយច្រើនជាងគេ។ 10) យើងមានអ្នករៀនច្រើនជាងមុន។ 11) ខ្ញុំចង់ចាំសិន ជាជាងជ្រមុជទឹកពេលគាត់មិនទាន់
 ត្រៀមខ្លួនរួច។ 12) គេនោះធំជាងគេបង្អស់ដែលខ្ញុំធ្លាប់បានឃើញ។ 13) គាត់បានអានច្រើនជាងមុន៣ដង។ 14) ខ្ញុំគិតថា
 បែបនឹងល្អជាង។ 15) ការបង្រៀនរបស់យើងជាមួយគាត់ខ្លីជាងធម្មតា។ 16) ភាពជាដៃគូរបស់យើងញ៉ាំច្រើនជាងគេ។

G. 1) សាសនាចក្រយើងសព្វថ្ងៃនេះគឺជាសាសនាចក្រដដែលដែលព្រះគ្រីស្ទបានស្ថាបនាពេលដែលទ្រង់នៅ លើផែនដី
 ។ 2) នាមព្រះយេស៊ូវ និងព្រះយេស៊ូវគ្រីស្ទសំដៅទៅអង្គដូចគ្នា។ 3) ម្នាក់ជិះកង់របស់អ្នកដូចរបស់ខ្ញុំ។
 4) ខ្ញុំមានកង់ដដែលនេះពេញមួយបេសកកម្ម ខ្ញុំ។ 5) តើគាត់នៅតែនៅផ្ទះដដែល? 6) ពួកខ្ញុំមានអារម្មណ៍ដូចគ្នា។ 7)
 ពួកគេមកពីខេត្តដូចគ្នា។ 8) ព្រះវរបិតាស្នូត និងព្រះយេស៊ូវគ្រីស្ទ និងព្រះវិញ្ញាណបរិសុទ្ធមិនមែនជាអង្គដូចគ្នា
 ប៉ុន្តែគោលបំណងពួកទ្រង់នៅតែដដែល ដូចពីថ្ងៃម្សិល ថ្ងៃនេះ ហើយទៅដល់អស់កល្បជានិច្ចទៅ។
 9) ពាក្យនោះសរសេរមិនដូចគ្នា។ 10) ពួកខ្ញុំបានបង្រៀនមេរៀនដូចគ្នានឹងមេរៀនយើងបង្រៀនគាត់លើកមុន។

14. Verbs

E. 1) យើងបានជួយឲ្យគាត់ធ្វើឯងប្រវត្តិក្រមគ្រួសារគាត់។ 2) ប្រជាជនខ្មែរធ្វើឲ្យខ្ញុំសប្បាយចិត្ត។ 3) ព្រះមិនបង្ខំឲ្យ
 យើងគោរពតាមទ្រង់ទេ។ 4) ខ្ញុំបានជួយជួសជុលច្រវាក់កង់គាត់។ 5) ប្រធានសាខាបានសុំឲ្យគាត់ធ្វើជាប្រធានយុវ

នារី ។ 6) ពួកគេបានឲ្យយើងទន្ទេញ គ&ស ៤ ជាភាសាខ្មែរ ។ 7) ព្រះវរបិតាចង់ឲ្យយើងមានសេចក្តីជំនឿលើទ្រង់ ។
 8) ខ្ញុំចង់ទិញត្រីនៅផ្សារអាទិត្យនេះ ។ 9) សេចក្តីជំនឿយើងធ្វើឲ្យយើងចង់ផ្លាស់ប្តូរ វាជាចំណុចចាប់ផ្តើមដំបូងនៃការកែប្រែចិត្ត
 ។ 10) សក្ខីភាពរបស់អ្នកផ្សព្វផ្សាយសាសនាធ្វើឲ្យខ្ញុំមានអារម្មណ៍សេចក្តីសង្ឃឹម ។ 11) ខ្ញុំសូមឲ្យអ្នកអធិដ្ឋានបិទ ។ 12) ព្រះធុ
 យយើងអធិដ្ឋានទៅទ្រង់ដើម្បីយើងអាចទទួលបានជ័យជំនះដែលយើងបំប៉នប្រាថ្នា ។

F. 1) គេបានសម្លាប់យ៉ូសែបស្ទីវ ។ 2) គាត់ចូលចិត្តប្រដាល់មាន់ ។ 3) យើងគួរតែពង្រីកទ្រព្យ កោសល្យរបស់យើង
 ។ 4) មនុស្សទុច្ចរិតបានព្យាយាមបំបែកសាសនាចក្រ ។ 5) កំដៅថ្ងៃវាលាយទឹកកក ។ 6) ទ្រង់បានសំដែងអំណាចអ
 ស្វារ្យរបស់ទ្រង់ដល់ប្រជាជននីហ្វ ។ 7) ដង្វាយធួននៃព្រះយេស៊ូវគ្រីស្ទអាចសម្រាលបន្ទុករបស់យើង ។ 8) ជួនកាល
 ខ្ញុំចង់ធីតាបេសកកម្មឲ្យទៅយឺតជាងនេះ ។ 9) យើងមិនអាចចម្រើនលុយ របស់យើងឡើង យ៉ាងស្វ័យប្រវត្តិទេ ។
 10) យើងបានសម្របសម្រួលផែនការយើង ។

G. 1) ខ្ញុំបានដកវាចេញ ។ 2) យើងលើកប្រអប់ឡើង ។ 3) បិទទ្វារឲ្យជិត ។ 4) ខ្ញុំស្តាប់គាត់អត់បាន
 ពេលគាត់និយាយលឿនអញ្ចឹង ។ 5) ខ្ញុំខ្លាចថា ខ្ញុំអត់អាចដើរហូតដល់ទីនោះទេ ។ 6) ដាក់សៀវភៅនោះចុះនៅលើតុចុះ ។
 7) ខ្ញុំមិនអាចដកវាចេញរួច ។ 8) តើអ្នកប្រលងជាប់ទេ ? 9) ខ្ញុំមិនអាចអានវាកើត ព្រោះអក្សរតូចពេក ។ 10)
 គាត់ដាក់សំបុត្រចូលទៅក្នុង ប្រអប់សំបុត្រ ។ 11) យើងបានលើកផ្ទះឡើងកន្លះម៉ែត ។ 12) អារក្ខសាតាំងចង់ឲ្យយើងប
 ន្ទាបបទដ្ឋានរបស់យើងចុះ ។ 13) ព្រះវរបិតា សូមញែកអាហារនេះចេញជាបរិសុទ្ធ ។ 14) ឥឡូវនេះ ខ្ញុំគិតអត់ចេញទេ ។
 15) ខ្ញុំបានរកមើល តែអត់ឃើញវាទេ ។ 16) បញ្ហានោះដោះស្រាយមិនបាន ។

15. Methods

C. 1) ខ្ញុំនីហ្វ ដោយបានកើតមកពីឪពុកម្តាយល្អ ហេតុដូច្នេះហើយ ខ្ញុំត្រូវបានបង្រៀន ខ្លះៗនូវអស់ទាំងចំណេះវិជ្ជារប
 ស់ឪពុកខ្ញុំ ហើយដោយបានឃើញសេចក្តីទុក្ខវេទនាទាំងឡាយ នៅក្នុងដំណើរនៃជីវិតខ្ញុំ ទោះជាយ៉ាងណាក៏ដោយ គង់
 តែបានប្រោសប្រណីជាខ្លាំងពីព្រះអម្ចាស់អស់មួយជីវិតខ្ញុំដែរ មែនហើយ ដោយមានតម្រិះដ៏ជ្រាលជ្រៅអំពីសេចក្តីល្អ
 សប្បុរស និងសេចក្តីអាចកំបាំងទាំងឡាយនៃព្រះ ហេតុដូច្នេះហើយ ទើបខ្ញុំធ្វើបញ្ជីពីដំណើរការរបស់ខ្ញុំនៅក្នុងជីវិតខ្ញុំ ។
 7) ហើយហេតុការណ៍បានកើតឡើងថា លោកវិលត្រឡប់ទៅផ្ទះលោក នៅក្រុងយេរូសាឡឹមវិញ ហើយផ្តល់ខ្លួនទៅលើគ្រែ
 ដោយស្លុងទៅក្នុងព្រះវិញ្ញាណ និងអ្វីៗដែលលោកបានឃើញ ។ 8) ហើយដោយស្លុងទៅក្នុងព្រះវិញ្ញាណ
 នោះលោកក៏បណ្តែតអារម្មណ៍ ទៅក្នុងការនិមិត្តមួយ ថែមទាំងឃើញផ្ទៃមេឃបើកចំហ ហើយលោកគិតថា លោ
 កឃើញព្រះកំពុងតែគង់នៅលើបល្ល័ង្ករបស់ទ្រង់ ដោយមានពួកពលបរិវារទេវតាជំរុញគណនា ហែហមជុំវិញ
 នៅក្នុងអាកប្បកិរិយាកំពុងតែច្រៀង និងសរសើរតម្កើងដល់ព្រះរបស់គេ ។ 14) ហើយហេតុការណ៍បានកើតឡើងថា
 កាលឪពុកខ្ញុំបានអាន ហើយឃើញនូវរឿងដ៏មហិមា និងដ៏គួរអស្ចារ្យជាច្រើន នោះលោកក៏បានថ្លែងវាជាច្រើនទៅកាន់
 ព្រះអម្ចាស់ដូច្នេះថា ៖ ឱព្រះអម្ចាស់ជាព្រះដ៏មានមហិទ្ធិបូជ្ញាអើយ ប្រសើរមែន កិច្ចការទាំងឡាយរបស់ព្រះអង្គនោះមហិមា
 និងគួរអស្ចារ្យណាស់! បល្ល័ង្កព្រះអង្គខ្ពស់នៅលើផ្ទៃមេឃ ហើយទាំងព្រះចេស្ដា និងសេចក្តីសប្បុរស ហើយនិងសេចក្តីមេត្តាក
 រុណារបស់ព្រះអង្គ មានមកលើគ្រប់បណ្តាជនទាំងអស់នៅលើផែនដីហើយដោយទ្រង់ប្រកបដោយសេចក្តីមេត្តាករុណា នោះពុ
 រះអង្គនឹងមិនទ្រាំឲ្យអស់អ្នកណា ដែលមករកព្រះអង្គត្រូវវិនាសឡើយ ។

E. 1) តើអ្នកគិតថាយើងអាចធ្វើយ៉ាងម៉េចដើម្បីមានភាពសក្តិសមគ្រប់គ្រាន់ដើម្បីទៅឋានសួគ៌? 2) តើអ្នកមានអារម្មណ៍យ៉ា
 ងម៉េចដែរចំពោះ យ៉ូសែប ស្ទីវ? 3) តើអ្នកអាចបង្រៀនខ្ញុំរបៀបអធិដ្ឋានបានទេ? 4) របៀបចាប់ផ្តើមការបង្រៀនជាផ្នែកសំ
 ខានមួយក្នុងសៀវភៅប្រកាសដំណឹងល្អរបស់យើង ។ 5) ទៅព្រះវិហារយ៉ាងម៉េចដែរ ? or ម៉េចហើយវិហារ? or វិហារម៉េចដែរ?
 6) តើអ្នកដឹងដោយរបៀបណា ? 7) នេះជារបៀបយើងទទួលម្ហូបនៅលើក្បាល ។ 8) តើខ្ញុំអាចរៀនអានដោយរបៀបណា ?
 9) តើអ្នកសុខសប្បាយជាទេ ? 10) តើព្រះនឹងកាត់ក្តីយើងនៅថ្ងៃចុងក្រោយដូចម្តេច ? 11) តើអ្នកមកព្រះវិហារយ៉ាងមេច ?
 12) ពួកគេបានបង្ហាញខ្ញុំរបៀបធ្វើអញ្ចឹង ។ 13) តើយើងអាចធ្វើយ៉ាងម៉េចឲ្យកាន់តែមានប្រសិទ្ធភាពក្នុងការរកអ្នករៀនថ្មី ?
 14) តើអ្នកបញ្ចេញសម្លេងយ៉ាងម៉េចឲ្យត្រូវនឹងពាក្យនេះ ?

F. 1) ដៃគូរបស់គាត់បង្រៀនដោយសេចក្តីស្មោះត្រង់ ។ 2) សំបូរចែកចាយសក្ខីភាពរបស់គាត់ជាមួយពួកខ្ញុំ ។ 3) យើ
 ងត្រូវការការប្រព្រឹត្តជាមួយសេចក្តីជំនឿរបស់យើង ។ 4) អាណិតបានអធិដ្ឋានដោយអស់ពីចិត្តសម្រាប់សាសន៍សូ
 រ៉ា ។ 5) ម្សិលមិញ ពួកខ្ញុំបានញាំបាយល្ងាច នឹងក្រុមគ្រួសារពូសុខ ។ 6) អ្នកគួរតែមានការអត់ធ្មត់នឹងខ្លួនឯង ។ 7)
 គាត់រស់នៅជាមួយឪពុកម្តាយគាត់ ។ 8) ខ្ញុំចូលចិត្តញាំបាយសាច់ជ្រូកដាក់ជាមួយជ្រូកពីលើ ។ 9) ខ្ញុំចូលចិត្តប្រឹក្សាជាម
 យប៊ីស្សព័រ្សដៃរបស់យើង ។ 10) ដើម្បីផ្តល់ការប្រសិទ្ធភាពបុព្វជិតភាព ដំបូងយើងប្រសិទ្ធភាពអ្នកឈឺដោយប្រេង ។ 11) ម្យ៉
 ណែបានច្បាំងនឹងសាសន៍លេមិនជាមួយទាហានគាត់ ដែលបានបំពាក់ទៅដោយអាវក្រោះ ។
 12) សុខាសរសេរដោយដៃខាងឆ្វេង ។ 13) ខ្ញុំនៅតែអត់ចេះញាំដោយប្រើចង្កឹះ ។ 14) ពិនិត្យចម្លើយអ្នកជាមួយនឹងចម្លើ

យត្រឹមត្រូវ ១15) ខ្ញុំមានពរដោយមានដៃគូជីវិតស្នាម ១16) គាត់ខឹងនឹងប្រធានសាខា ១ 17) នីហ្វែបានសម្លាប់ឡាបានដោយដាវរបស់ឡាបាន ១ 18) សេរេមទាស់ជាមួយនឹងយ៉ាកុប ១19) ប្រជាជនកម្ពុជាញាំបាយជាមួយស្លាបព្រាដែលនៅដៃស្តាំហើយសមនៅដៃឆ្វេង ១ 20) ព្រះយេស៊ូវសោយជាមួយសាវកទ្រង់ ១ 21) សៀវភៅប្រកាសដំណឹងល្អរបស់យើងប្រាប់យើងពីរបៀបដែលយើងអាចបង្រៀនជាមួយព្រះគម្ពីរ ១ 22) យើងទទួលវិវរណៈដោយចិត្ត និង គំនិតរបស់យើង ១ 23) អ្នកត្រូវត្រាយផ្លូវបានយកអីវ៉ែអ៊ាន់ទាំងអស់ដែលពួកគេមានមកជាមួយខ្លួន ១ 24) តើអ្នកធ្លាប់បានអធិដ្ឋានដោយស្មោះអស់ពីចិត្តដើម្បីដឹងបើព្រះគម្ពីរមែនពិតដែរឬទេ ?

16. Passive Voice

C.

Transitive	Intransitive
មើល	ចេញមក
ចាប់ផ្តើម	ឈរ
ធ្វើ	វិនាស
ឃើញ	មកដល់
បម្រើ	
មាន	
ចង់	
ច្រូត	
ហៅ	
លូក	
ប្រមូលទុក	
នាំ	
នឹកចាំ	
សូម	
បានទទួល	
គោះ	
បើក	

D. 1) ខនោះត្រូវបានអានដោយគាត់ ១ 2) កាលវិភាគត្រូវបានសរសេរដោយអ៊ែលឌើរ ១ 3) នៅសន្និសីទហ្សូន យើងត្រូវបានប្រធានបង្រៀន ១ 4) យើងត្រូវបានព្យាករដោយព្យាករពីបុរាណ ១ 5) ឡាបានត្រូវបាននីហ្វែសម្លាប់ ១ 6) នៅថ្ងៃចុងក្រោយបង្អស់ យើងត្រូវបានកាត់ក្តីដោយព្រះ ១ 7) បងរ៉ែត្រូវបានបីស្ស័ពជ្រមុជឲ្យ ១ 8) មុនពេលខ្ញុំចូលផ្ទះគេស្បែកដើងត្រូវបានខ្ញុំដោះ ១ 9) ខ្ញុំត្រូវបានបំរើដោយដៃគូខ្ញុំហួត ១ 10) យ៉ូសែបត្រូវបានគេចាប់ដាក់គុក ១

E. 1) យ៉ូសែបស្មើត្រូវបានហៅឲ្យជាព្យាករ ១ 2) ខ្ញុំត្រូវបានហៅបម្រើនៅតំបន់នេះ ១ 3) ទ្រព្យសម្បត្តិរបស់ក្រុមគ្រួសារលោកលីហៃត្រូវបានទុកចោល ១ 4) ក្រវាត់កនោះបានពាក់អាទិត្យនេះ ១ 5) បទសំភាសន៍បានរៀបចំរួចហើយ ១ 6) ប៉ុរសចំណាស់ម្នាក់ត្រូវបាននាំទៅកន្លែងអង្គុយរបស់គាត់ ១ 7) នីហ្វែត្រូវបានវាយ ១ 8) កាតាបរបស់ខ្ញុំត្រូវបានលួចពីកន្ត្រក់កងខ្ញុំ ១ 9) ដៃរបស់គាត់បានលើកឡើង ១ 10) កូនសោបព្វភាពត្រូវបានបាត់ ១

I.

Verse 11: ដំណឹងល្អដែលនឹងត្រូវយកទៅផ្សព្វផ្សាយ, បន្ទាប់ពីទ្រង់ត្រូវគេធ្វើគត

Verse 12: ពួកគេនឹងត្រូវប្រៀបធៀប, នឹងត្រូវកាត់ចេញ, ត្រូវខ្ចាត់ខ្ចាយ

Verse 13: យើងត្រូវនាំទៅដៃដៃសន្យា, យើងនឹងត្រូវខ្ចាត់ខ្ចាយ

Verse 14: វង្សអ៊ីស្រាអែលត្រូវខ្ចាត់ខ្ចាយ, ពួកគេនឹងបានប្រមូលរួមគ្នាជាថ្មី, នឹងបានបំបៅជាប់នឹងដើមវិញ

K. 1) ១៦ គឺតាមរបៀបនេះហើយដែលលោកបានធ្វើបុណ្យជ្រមុជទឹកឲ្យជនគ្រប់ៗគ្នា ដែលបានទៅទឹកមរមន ហើយពួកគេមានចំនួនប្រហែលពីររយបួននាក់ មែនហើយ ហើយពួកគេបានទទួលបុណ្យជ្រមុជទឹកនៅក្នុងទឹកមរមន ហើយបានពោរពេញទៅដោយព្រះគុណនៃព្រះ ។ ១៧ ហើយពួកគេត្រូវបានហៅថា សាសនាចក្រនៃព្រះ ឬក៏សាសនាចក្រនៃព្រះគ្រីស្ទ ចាប់តាំងពីពេលនោះមក ។ ហើយហេតុការណ៍បានកើតឡើងថា អស់អ្នកណាដែលបានទទួលបុណ្យជ្រមុជទឹកដោយអានុភាព និងសិទ្ធិអំណាចពីព្រះ នោះបានបូកបញ្ចូលទៅក្នុងសាសនាចក្ររបស់ទ្រង់ ។

L. 1) មានមនុស្សប្រមាណ៥០០នាក់ត្រូវបានជម្លៀសចេញពីផ្ទះ ។ 2) ពួកគេបានជម្លៀសខ្លួននៅថ្ងៃទី២៥ ខែធ្នូ ។ 3) ដោយសារមានគ្រាប់បែកដែលមិនទាន់ផ្ទុះត្រូវបានរកឃើញ ។ 4) គ្រាប់បែកដែលត្រូវគេរកឃើញនេះ នៅសល់ពីសម័យវិទ្យុក្រហម ។ 5) អាជ្ញាធរបានកំណត់ផែនការបំផ្ទុះចោលនាវាត្រីថ្ងៃអាទិត្យនេះ ដែលជាពិធីបុណ្យណាអែល ។

Review: Describing Objects and People

D. 1) ដើមអូលីវព្រៃ 2) ដើមអូលីវស្រុក 3) ម្ចាស់ចម្ការ 4) អ្នកបម្រើរបស់ម្ចាស់ចម្ការ 5) ចម្ការ 6) មែក 7) ផ្លែ

17. Direction of Action

D. 1) គាត់នាំចេញអង្ករទៅប្រទេសវៀតណាម ។ 2) ខ្ញុំត្រឡប់ទៅប្រទេសអាមេរិចវិញ ។ 3) ពួកគេបានយកទ្រង់ទៅ ហើយបានឆ្កាងទ្រង់ ។ 4) តាមរយៈការកែប្រែចិត្ត យើងអាចត្រឡប់ខ្លួនរបស់យើងទៅរកព្រះវរបិតាវិញ ។ 5) ការគោរពប្រតិបត្តិនាំមកនូវពរជ័យដល់ជីវិតរបស់យើង ។ 6) តើអ្នកអាចអង្គុយទៅចំហៀងតិចបានអត់ ? 7) កុំយកព្រះនាមព្រះមកលេងសើច ។ 8) ហេតុអ្វីបានជាព្រះចង់ឲ្យពួកខ្ញុំគ្រលប់មកផ្លូវនេះវិញ ? 9) គាត់ជិតទៅដល់ហើយ ។ 10) គាត់ជិតមកដល់ហើយ ។ 11) យើងគួរតែព្យាយាម និងវិវឌ្ឍន៍ឲ្យកាន់តែទៅជិតព្រះ ។ 12) គោលបំណងរបស់យើងគឺ អញ្ជើញមនុស្សដទៃមកកាន់ព្រះគ្រីស្ទ ។

E. 1) មើលទៅទីនោះ ។ 2) គាត់ត្រូវបានរុញចូលទៅលើផ្លូវ ។ 3) ប្រសិនបើយើងមានភាពសក្តិសម នោះយើងអាចចូលទៅក្នុងព្រះវិហារបរិសុទ្ធ ។ 4) ខ្ញុំផ្ញើរសំបុត្រនេះទៅអ្នកទើបតែកែប្រែចិត្តជឿ ។ 5) យើងគួរតែនៅលើផ្លូវដែលនាំយើងទៅកាន់ព្រះ ។ 6) ខ្ញុំបានប្រាប់ទៅគាត់ថាគាត់គួរតែទាក់ទងនឹងអ្នករៀនថ្មីនោះ ។ 7) ខ្ញុំបានបើកទៅមុខរំលោភ ៨០០ ។ 8) ពួកខ្ញុំឲ្យព្រះគម្ពីរមរមនមួយក្បាល ទៅអ្នក ។ 9) ពួកខ្ញុំបានជិះកង់ទៅចោមចៅទៅបង្រៀនមេរៀនសមាជិកអសកម្ម ។ 10) យើងបានផ្លែសក្ខីភាពទៅពួកគាត់ បន្ទាប់មកបានចេញទៅភ្លាម ។

F. 1) មើលមកទីនេះ ។ 2) គាត់ត្រូវបានរុញខ្ញុំចូលមកលើផ្លូវ ។ 3) ទោះបីយើងមិនមានភាពសក្តិសម ព្រះនៅតែចង់ឲ្យអ្នកមកព្រះវិហារ ។ 4) អ្នកទើបតែកែប្រែចិត្តជឿរបស់ខ្ញុំ បានផ្ញើរសំបុត្រមកខ្ញុំ ។ 5) ព្រះចង់ឲ្យយើងត្រឡប់មកទ្រង់វិញ ។ 6) គាត់បានប្រាប់ខ្ញុំថាខ្ញុំគួរតែទាក់ទងអ្នករៀនថ្មីដែលត្រូវទៅជួបនេះ ។ 7) ដើរមករកខ្ញុំ ។ 8) ខ្ញុំរីករាយដែលអ្នកបានឲ្យព្រះគម្ពីរមរមនមួយក្បាលនេះមកខ្ញុំ ។ 9) ឱណា អើយខ្ញុំបានជិះកង់មកទីនេះដើម្បីនិយាយជាមួយអ្នក ។ 10) ពួកគាត់បានផ្លែសក្ខីភាពពួកគាត់មកខ្ញុំ បន្ទាប់មកបានចេញទៅភ្លាម ។

K. 1) គាត់បានឲ្យដំបូន្មានមកខ្ញុំដែលមានតំឡៃ ។ 2) ខ្ញុំសូមដាក់ដៃខ្ញុំនៅលើក្បាលអ្នក បានទេ ? 3) ស្តេចបេនយ៉ាមីនបានសាងសង់ប៉មមួយឡើង ។ 4) ព្យាករណ៍បុរាណបានសរសេរបញ្ជីប្រវត្តិនៃប្រជាជនរបស់គេទុក ។ 5) ពួកសាសន៍អាន់តែ-នីហ្វែ-លីហៃបានបោះ អាវុធរបស់គេចោល ។ 6) ការអានព្រះគម្ពីរអាចនាំ ពរជ័យជាច្រើនចូលក្នុងជីវិតរបស់យើង ។

18. Need/Should

D. 1) យើងត្រូវតែជួយគាត់យល់ពីមូលហេតុដែលព្រះយេស៊ូវគ្រីស្ទមានសារៈសំខាន់ចំពោះ គាត់ ។ 2) តើអ្នកត្រូវការអ្វី ? 3) គាត់ពូកែរកឃើញសេចក្តីត្រូវការ (ឬតម្រូវការ) អ្វីដែលអ្នករៀនយើងត្រូវការ ។ 4) យើងត្រូវតែរក្សាព្រះបញ្ញត្តិប្រសិនបើយើងចង់បានពរជ័យ ។ 5) តើយើងត្រូវតែធ្វើអ្វីថ្ងៃនេះ ? 6) យើងត្រូវការព្រះអង្គសង្គ្រោះដើម្បីយើងអាចស្តារតំណែងបាប ។ 7) យើងត្រូវតែធ្វើតាមព្រះអង្គសង្គ្រោះដើម្បីយើងអាចស្តារតំណែងបាប ។ 8) ពួកគេត្រូវតែទៅផ្សារដោយសារគេត្រូវការអង្ករ ។ 9) ប្រសិនបើអ្នកជំនួយរបស់យើង ។ 10) យើងត្រូវតែមានទាំងសេចក្តីជឿ និងកិច្ចការ ។

- E. 1) ខ្ញុំចង់ឲ្យអ្នកបាប្រមូលខ្ញុំពីអ្វីដែល កើតឡើង ។ 2) ខ្ញុំចង់ដឹងពីអ្វីដែលកើតឡើង ។ 3) ខ្ញុំចង់បានព័ត៌មានពីអ្វីដែលកើតឡើង ។ 4) គាត់ចង់រៀនភាសាខ្មែរឲ្យកាន់តែលឿន ។ 5) ពួកគេចង់បានព្រះគម្ពីរមរមនមួយក្បាល ។
- 6) ពួកយើងចង់ទទួលបុណ្យជ្រមុជទឹក ។ 7) តើអ្នកចង់បានការប្រសិទ្ធពរពូជិតភាពទេ ? 8) ប្រធានចង់និយាយជាមួយអ្នក ។
- 9) ពួកខ្ញុំចង់ទិញផ្លែស្រកាភាគ៥ផ្លែ តែអត់ចង់បានអាផ្លែពណ៌សទេ ។ 10) តើយើងអាចដឹងដោយរបៀបណាពីផ្លូវមួយណាដែលព្រះចង់ឲ្យយើងដើរតាម ?

19. Basic & Honoric

F. 1) កុំ អង្គុយនៅទីនោះ ។ 2) កុំបាក់ទឹកចិត្ត ។ 3) កុំទាន់ទៅ ។ 4) យើងមិនចង់ឲ្យអ្នកបាត់បង់ពរជ័យនៃបព្វជិតភាពក្នុងជីវិតរបស់អ្នក ។ 5) កុំឲ្យខ្លួនធ្លាក់ក្នុងការល្បង ។ 6) សូមកុំជក់បារីទៀតទៅ ! 7) កុំអាលសិន ! 8) ពួកព្យាករីបានប្រាប់យើងជារឿយៗថា៖ កុំប្រានចោលអារម្មណ៍ពីព្រះវិញ្ញាណបរិសុទ្ធ ។ 9) យើងត្រូវសំអាតផ្ទះបាយ កុំឲ្យមានមេរោគរាលដាល ។ 10) ទោះបីជាមានអ្វីកើតឡើងចំពោះអ្នកក៏ដោយ កុំលះបង់សេចក្តីជំនឿរបស់អ្នក ។

G. 1) តើអ្នកអាច អធិស្ឋានបិទបានទេ ? 2) ប៊ីស្យបបានសុំឲ្យខ្ញុំឡើងនិយាយពីការអភ័យទោស ។ 3) តើខ្ញុំអាចទូរស័ព្ទទៅអ្នកវិញបានទេ ? 4) តើពួកខ្ញុំអាចមកជួបអ្នកល្ងាចនេះប្រហែលម៉ោង ៧ ? 5) តើអ្នកអាចអានខនេះបានទេ ? 6) ប្រធានបានសុំយើងឲ្យរៀបចំការហ្វឹកហ្វឺនពីរបៀបល្អបំផុតក្នុងការសុំអ្នកដែលចាប់អារម្មណ៍រៀន ពីសមាជិក ។ 7) សូមផ្ដាំសូរសុខទុក្ខទៅគាត់បានទេ ? 8) តើខ្ញុំអាចខ្ចីរថនានុក្រមមួយភ្លែតបានទេ ? 9) ដើម្បីប្រសិទ្ធពរជ័យយើងសូមដាក់ដៃរបស់យើងលើក្បាលអ្នក បានឬទេ ? 10) តើខ្ញុំអាចសាកមើលមុនសិន ពីមុនខ្ញុំទិញវាបានទេ ?

N. 1) ខ្ញុំសុំអ្នកយាមបើកទឹកឲ្យពេញអាង ។ 2) ប្រជាជនខ្មែរជារឿយៗសួរអំពីការអុជចូក ។ 3) “សូមឲ្យសូរដល់ព្រះជាព្រះវរបិតាដ៏នៅអស់កល្បជានិច្ចដោយនូវព្រះនាមនៃព្រះគ្រីស្ទ ថា តើគម្ពីរនេះពិតឬទេ ។” 4) ព្រះយេស៊ូវបានធ្វើអ្វីទាំងអស់ដែលព្រះបានបង្គាប់ឲ្យទ្រង់ធ្វើ ។ 5) ព្រះគ្រីស្ទបានអង្វរ(សូម)ព្រះវរបិតា បើសិនជាអាចមានផ្លូវទៀត ។ 6) យើងត្រូវតែសួរគាត់យ៉ាងច្បាស់ ដើម្បីឲ្យគាត់អាចយល់ពីសំណួរ ។ 7) បងពិសីបានសុំប្តីគាត់ឲ្យផ្តល់នូវការប្រសិទ្ធពរពូជិតភាព ។ 8) ប៊ីស្យបបានសុំឲ្យខ្ញុំឡើងនិយាយអំពីការងារអ្នកផ្សព្វផ្សាយរបស់សមាជិក ។ 9) សួរគាត់មើលថាសាច់ជ្រូកមួយគឺឡឬឆ្មារ ? 10) “ចូរសូម នោះអ្នករាល់គ្នានឹងបានទទួល...”

20. Ability

F. 1) ខ្ញុំអាចអារាំងបាន៥០ដង ។ 2) អ្នករាល់គ្នាដែលរស់នៅលើផែនដីនេះអាចចូលក្នុងព្រះវិហារបរិសុទ្ធបានប្រសិនបើពួកគេរៀបចំខ្លួន ព្រមទាំងមានភាពសក្តិសម ។ 3) តើអ្នកអាចយកមួយនេះឲ្យពូសុវណ្ណបានទេ ? 4) ខ្ញុំអាចបង្រៀនមេរៀនទាំងមូលជាភាសាខ្មែរបាន ដោយសារតែអំណោយទានខាងភាសា ។ 5) អ្នកអាចថ្លែងសក្ខីភាពនៅចុងបញ្ចប់បាន ។ 6) មិនអីទេ! អ្នកទាំងអស់អាចមកសួរសុខទុក្ខប្តីខ្ញុំពេលណាក៏បាន ។ 7) នៅក្នុងបេសកកម្មអ្នក អ្នកនឹងអាចឃើញព្រះហស្តរបស់ព្រះអម្ចាស់បាន ។ 8) គាត់អាចចងក្រវាត់កដោយខ្លួនគាត់បាន ។ 9) យើងអាចសង្ឃឹមបានថា ថ្ងៃណាមួយគាត់នឹងទន់ចិត្ត ។ 10) យើងអាចជួយអ្នកលើករបស់ទាំងនោះដាក់រទេះបាន ។

G. 1) ខ្ញុំមិនអាចអារាំងបាន៥០ដងទេ ។ 2) អ្នករាល់គ្នាដែលរស់នៅលើផែនដីនេះមិនអាចចូលក្នុងព្រះវិហារបរិសុទ្ធបានទេ ប្រសិនបើពួកគេមិនរៀបចំខ្លួន ព្រមទាំងគ្មានភាពសក្តិសម ។ 3) តើអ្នកមិនអាចយកនេះឲ្យពូសុវណ្ណបាន មែនទេ ? 4) ខ្ញុំមិនអាចបង្រៀនមេរៀនទាំងមូលជាភាសាខ្មែរបានទេ ដោយសារតែពុំមានអំណោយទានខាងភាសា ។ 5) អ្នកមិនអាចថ្លែងសក្ខីភាពនៅចុងបញ្ចប់បានទេ ។ 6) មិនអីទេ! អ្នកទាំងអស់មិនអាចមក សួរសុខទុក្ខប្តីខ្ញុំពេលណាក៏បានទេ ។ 7) នៅក្នុងបេសកកម្មអ្នក អ្នកនឹងមិនអាចឃើញព្រះហស្តរបស់ព្រះអម្ចាស់បានទេ ។ 8) គាត់មិនអាចចងក្រវាត់កដោយខ្លួនគាត់បានទេ ។ 9) យើងមិនអាចសង្ឃឹមបានទេថា ថ្ងៃណាមួយគាត់នឹងទន់ចិត្ត ។ 10) យើងមិនអាចជួយអ្នកលើករបស់ទាំងនោះដាក់រទេះបានទេ ។

H. 1) តើអ្នកអាចអធិស្ឋានបានទេ ? 2) សូមអ្នកអាចនិយាយយឺតជាងនេះបានទេ ? 3) តើយើងអាចត្រឡប់មកហើយបង្រៀនអ្នកម្តងទៀតបានទេ ? 4) អ្នកអាចលេងព្យាណូបានអត់ ? 5) តើព្រះយេស៊ូវទ្រង់អាចដកចេញអំពើបាបរបស់ពួកយើងបានទេ ? 6) ខ្ញុំរកព្រះវិហារមិនឃើញ ។ 7) តើយើងអាចមកយកមករាតាមផ្លូវទៅបង្រៀនមេរៀនបន្ទាប់បានអត់ ? 8) អ្នកអាចអានភាសាខ្មែរបានទេ ? 9) ខ្ញុំឆ្កែតណាស់! ញ៉ាំអត់បានទៀតទេ ។ 10) តើអ្នកអាចដាក់វាលើតុបានទេ ?

21. For

C.

1.	3 Nephi 17:17	សម្រាប់
2.	1 Nephi 15:34	សម្រាប់
3.	Alma 34:24	សម្រាប់
4.	3 Nephi 18:23	ឲ្យ, ឲ្យ
5.	Romans 5:8	ជំនួស

E. 1) ព្រះយេស៊ូវគ្រីស្ទសុគតជំនួស ពួកយើង ។ 2) អ្នកផ្សព្វផ្សាយសាសនាសិក្សាព្រះគម្ពីរអស់មួយម៉ោងជារៀងរាល់ថ្ងៃ 3) សម្រាប់(ចំពោះ) ខ្ញុំការគោរពតាមព្រះបញ្ញត្តិជាសញ្ញានៃសេចក្តីស្រឡាញ់របស់ខ្ញុំ សម្រាប់(ចំពោះ)ព្រះ ។ 4) យ៉ូសែបស្ទីធានត្រៀមខ្លួនគាត់ផ្ទាល់អស់រយៈពេល៤ឆ្នាំដើម្បីទទួលព្រះគម្ពីរមរមន ។ 5) ខ្ញុំមកទីនេះថ្ងៃនេះជំនួសអីលឌើរប្រោណ ។ 6) នៅអាយុ១២ឆ្នាំ សមាជិកអាចទៅព្រះវិហារបរិសុទ្ធ ហើយអាចធ្វើបុណ្យជ្រមុជទឹកឲ្យអ្នកស្លាប់ ។ 7) យើងខ្ញុំមានអំណរគុណដល់ទ្រង់សម្រាប់ព្រះគម្ពីរមរមន ។ 8) ព្រះគ្រីស្ទបានរងទុក្ខការឈឺចាប់នៃសេចក្តីយុត្តិធម៌ជំនួសយើងដើម្បីមិនបាច់ឲ្យយើងរងទុក្ខការឈឺចាប់ទាំងនេះ ។ 9) ជាធម្មតាព្រះទ្រង់ប្រទានឲ្យយើងនូវការសាកល្បងសម្រាប់ប្រយោជន៍របស់យើងផ្ទាល់ ។ 10) ខ្ញុំធ្វើការអស់ច្រើនម៉ោងដើម្បីអនាគតកូនៗខ្ញុំ ។ 11) ខ្ញុំមានអំណរគុណចំពោះក្រុមគ្រួសារខ្ញុំ ។
F. 1) ដើម្បី 2) សម្រាប់ 3) អស់ 4) ចំពោះ 5) សម្រាប់ 6) None 7) ចំពោះ 8) ជំនួស 9) អស់ 10) សម្រាប់

Note: សម្រាប់ would work for almost any of these usages since សម្រាប់ is so adaptable.

22. Preference and Indifference

D. 1) ព្រះវិហារមួយណាពិត ? 2) ផ្លូវមួយណាយើងគួរទៅ ? 3) MTCណាដែលអ្នកបានទៅ ? 4) អាមួយណាដែលអ្នកចង់បាន ? 5) តើប្រភេទអង្គរមួយណាអ្នកបានទិញ ? 6) ផ្ទះណាដែលយាយចន្ទី ? 7) តំបន់មួយណាអ្នកបម្រើយូរជាងគេ ? 8) ខេត្តណាខ្លះមានសាខាព្រះវិហារ ? 9) មួយណាល្អជាង ? 10) តើរូបភាពព្រះវិហារបរិសុទ្ធមួយណាយើងគួរឲ្យបង់វិសាល ?

E. 1) អ្នកណាក៏បាន មិនថាប្រុស ឬ ស្រី អាចមកពិធីសាក្រាម ។ 2) យើងនឹងរស់ឡើងវិញ ទោះជាយើងសុចរិត ឬទុច្ចរិត ។ 3) មិនថាអ្នកមាន ឬក្រៃ ព្រះគ្រីស្ទស្រឡាញ់អ្នក ។ 4) ខ្ញុំតែងតែទៅព្រះវិហារ ទោះជាខ្ញុំនៅ១០ម៉ែតពីព្រះវិហារ ឬ១០គីឡូម៉ែតពីព្រះវិហារ ។ 5) ថ្វីបើយើងអស់កំលាំង ឬមានកំលាំងក៏ដោយ យើងគួរឆ្លៀតពេលវេលាអធិស្ឋាននៅពេលយប់ ។ 6) ទោះជាព្រះគម្ពីរបីប ឬព្រះគម្ពីរមរមន ខ្ញុំតែងតែមានអារម្មណ៍ពីព្រះវិញ្ញាណពេលខ្ញុំអានក្នុងព្រះគម្ពីរ ។ 7) ព្រះរូបិតាតែងតែចង់ឲ្យយើងអធិស្ឋានទៅទ្រង់ ថ្វីបើយើងគិតថាយើងមានភាពសក្តិសម ឬអត់ ។ 8) ខ្ញុំនឹងញ៉ាំអ្វីក៏បាន ទោះជាបាយឆ្ងាត ឬត្រីឆាត ។

23. When

F. 1) ព្រះទ្រង់នឹងឲ្យយើងរកឃើញទ្រង់ កាលណាយើងស្វែងរកទ្រង់យ៉ាងអស់ពីចិត្ត ។ 2) ពេលយើងទទួលបានជោគជ័យយើងត្រូវតែចេះបន្ទាបខ្លួន ។ 3) ម្តាយគាត់បានចាប់ផ្តើមនាំគាត់មកព្រះវិហារភ្លាម ពេលគាត់បានអាយុ៥ឆ្នាំ ។ 4) កាលដែលយើងមានអារម្មណ៍អស់សង្ឃឹមក្នុងចិត្ត យើងត្រូវតែអធិស្ឋានឲ្យច្រើនជាងមុន ។ 5) កាលពីសប្តាហ៍មុនយើងបានទៅសួរសុខទុក្ខមីងលាភ ទើបយើងដឹងថាសេចក្តីជំនឿគាត់បានថយចុះ ។ 6) ពេលអ្នកផ្សព្វផ្សាយសាសនាបាននិយាយពីគ្រួសារដ៏អស់កល្ប ខ្ញុំមានអារម្មណ៍កក់ក្តៅនៅក្នុងចិត្ត ។ 7) ពេលណាក៏ដោយដែលយើងអធិស្ឋាន ព្រះទ្រង់នឹងស្តាប់យើង ។ 8) យើងអាចដឹងដោយច្បាស់ថា ព្រះអម្ចាស់សព្វព្រះហឫទ័យ នៅពេលដែលអ្នកទទួលអារម្មណ៍ថា ព្រះវិញ្ញាណបរិសុទ្ធធ្វើកិច្ចការទ្រង់តាមរយៈអ្នក ។

G. 1) អ្នកទៅដល់កំពង់ធំពីអង្គាល ? 2) អង្គាលណាអ្នកនឹងទៅដល់ ? 3) យើងញ៉ាំបានអង្គាល ? 4) អ្នកបានផ្លាស់ប្តូរដៃគូតាំងពីអង្គាល ? 5) អ្នកបានជ្រមុជទឹកពីអង្គាល ? 6) អង្គាលណាអ្នកច្រូតស្រូវ ? 7) អង្គាលអ្នកទំនេរ ? 8) គាត់បានទៅតាំងពីអង្គាល ?

24. Tense

- B.
1. ព្រះវរបិតានឹងអភ័យទោសដល់ពួកយើង ប្រសិនបើយើងកែប្រែចិត្តដោយអស់ពីដួងចិត្ត ។
 2. ព្រះយេស៊ូវគ្រីស្ទបានធ្វើដង្ហាយធូនដើម្បីសង្គ្រោះយើងពីអំពើបាប ។
 3. តើអ្នកមានអារម្មណ៍យ៉ាងម៉េចដែរនៅពេលនេះ?
 4. បន្ទាប់ពីអ្នកបានទទួលពិធីបុណ្យជ្រមុជទឹកហើយ អ្នកនឹងរៀបចំខ្លួនដើម្បីទទួលអំណោយទាននៃព្រះវិញ្ញាណបរិសុទ្ធ ។
 5. សេចក្តីសញ្ញាគឺជាកិច្ចសន្យាដ៏ពិសិដ្ឋដែលយើងធ្វើជាមួយព្រះ ។
 6. ពីមុនអ្នកបានជ្រើសរើសមិនគោរពតាមព្រះ ប៉ុន្តែឥឡូវនេះអ្នកកំពុងធ្វើតាមព្រះបញ្ញត្តិរបស់ទ្រង់ ។
 7. ខ្ញុំចង់ចែកចាយរឿងមួយពីព្រះគម្ពីរមរមនជាមួយអ្នក ។
 8. ខ្ញុំដឹងថាព្រះនឹងជួយអ្នកស្វិតស្វាងដល់ទីបញ្ចប់ ពីព្រោះអ្នកកំពុងព្យាយាមគោរពតាមដំណឹងល្អរបស់ទ្រង់ ។
 9. សេចក្តីជំនឿនៅលើព្រះយេស៊ូវគ្រីស្ទមានន័យថា យើងទុកចិត្តលើទ្រង់ និងអ្វីដែលទ្រង់មានព្រះបន្ទូល ។
 10. ខ្ញុំដឹងថាព្រះវរបិតា និងព្រះយេស៊ូវគ្រីស្ទស្រឡាញ់អ្នក ។
 11. ខ្ញុំដឹងថាអ្វីដែលដៃគូរបស់ខ្ញុំបានចែកចាយគឺជាការពិត ។
 12. អ្នកអាចធ្វើតាមគំរូរបស់ព្រះយេស៊ូវគ្រីស្ទដោយទទួលបុណ្យជ្រមុជទឹក ។
 13. ការមានសេចក្តីជំនឿលើព្រះគ្រីស្ទនាំយើងទៅរកការកែប្រែចិត្ត ។
- D.
1. នៅសប្តាហ៍មួយនោះ គាត់ឈប់មករៀន ។
 2. យើងជួយផ្តល់ការជួយជ្រោមជ្រែងអ្វីៗទាំងអស់ ដែលគាត់ត្រូវការ ។
 3. “តើខ្ញុំពិតជាបានជួបប្រពន្ធ របស់ខ្ញុំវិញឬ?”
 4. “យើងបានធ្វើទីបន្ទាល់អំពី ក្រុមគ្រួសារដ៏អស់កល្បជានិច្ច ។”
 5. យើងបានបង្រៀនប៉ាប្លូអំពីផែនការនៃសេចក្តីសង្គ្រោះ ។
 6. ការបម្រើរបស់យើងបានជួយឲ្យគាត់មានទំនុកចិត្តទៅលើអ្វីៗ ដែលយើងបង្រៀន ។
- E.
- 1) អតីតកាល 2) អនាគតកាល 3) បច្ចុប្បន្នកាល 4) អតីតកាល 5) បច្ចុប្បន្នកាល 6) អតីតកាល 7) អនាគតកាល 8) អនាគតកាល

G.

	អតីតកាល	អនាគតកាល
1	ខ្ញុំបានទៅព្រះវិហារ ។	ខ្ញុំនឹងទៅព្រះវិហារ ។
2	ខ្ញុំបានអានព្រះគម្ពីរមរមន ។	ខ្ញុំនឹងអានព្រះគម្ពីរមរមន ។
3	ព្យាករីបានទទួលនឹងព្រះ ។	ព្យាករីនឹងទទួលនឹងព្រះ ។
4	ព្រះបានបង្កើតមនុស្សនៅថ្ងៃទី៧ ។	ព្រះនឹងបង្កើតមនុស្សនៅថ្ងៃទី៧ ។
5	ខ្ញុំបានបម្រើបេសកកម្មនៅកម្ពុជា ។	ខ្ញុំនឹងបម្រើបេសកកម្មនៅកម្ពុជា ។
6	ពួកគាត់បានទទួលទាននំប៉័ង និងទឹក ។	ពួកគាត់បានទទួលទាននំប៉័ង និងទឹក ។
7	អ្នកផ្សព្វផ្សាយសាសនាថ្មីទើបបានមកដល់ ។	អ្នកផ្សព្វផ្សាយសាសនាថ្មីទើបនឹងមកដល់ ។
8	ខ្ញុំបានពាក់អាវពណ៌ស ។	ខ្ញុំនឹងពាក់អាវពណ៌ស ។

- H. 1) ព្រះមិនធ្លាប់ឈប់ហៅព្យាករីទេ ? 2) ធ្លាប់បានញាំបាយដំណើបទេ ? 3) ពួកខ្ញុំមិនដែលបានទៅផ្ទះអ្នករៀននេះទេ ។ 4) អ្នកដែលអធិស្ឋានចង់ដឹងថា អ្នកគួរទទួលបុណ្យជ្រមុជទឹកទេ ? 5) ពីមុន ខ្ញុំធ្លាប់អញ្ជើញមិត្តមកលេងព្រះវិហារ ។ 6) ខ្ញុំធ្លាប់បង្រៀនគ្រួសារនេះម្តង ។ 7) ព្រះទ្រង់ធ្លាប់លូងលោមចិត្តខ្ញុំពេលខ្ញុំក្រៀមក្រំ ។ 8) គាត់មិនដែលបានទៅសន្និសីទទេទេ ។ 9) បងធ្លាប់បានចូលរួមពិធីបុណ្យជ្រមុជទឹកទេ? 10) ខ្ញុំមិនដែលអានព្រះគម្ពីរមែនតាំងពីដើមដល់ចប់ទេ ។

O.

កំពុងតែ	បាន	នឹង
ឥឡូវនេះ	ម្សិលមិញ	អនាគត
បច្ចុប្បន្ន	រួចទៅហើយ	បន្ទាប់ពីនេះ
	កាលពីមុន	ថ្ងៃស្អែក
	កាលខ្ញុំនៅតូច	ឆ្នាំក្រោយ
	ឆ្នាំទៅ	នៅតិចទៀត
	អតីតកាល	ខានស្អែក

P.

- 1) ខ្ញុំមកដល់ប្រទេសកម្ពុជាមួយឆ្នាំមុន ។ 2) គាត់នឹងមិននៅផ្ទះទេនៅម៉ោងនោះ ។ 3) ឥឡូវនេះយើងកំពុងតែជិះកង់ទៅផ្ទះរបស់អ្នក ។ 4) គាត់កំពុងតែលាងបាន ។ 5) ខ្ញុំនឹងក្លាយទៅជាវេជ្ជបណ្ឌិតនៅពេល១០ឆ្នាំទៀត ។ 6) ខ្ញុំនឹងបម្រើដោយអស់ពីដួងចិត្តរបស់ខ្ញុំ ។ 7) យើងបានទិញស្វាយ៣គីឡូកាលពីព្រឹកមិញ ។ 8) ខ្ញុំបានញាំបាយនាអស់ពីរកញ្ចប់ ។ 9) គាត់កំពុងដឹកសុវាធាមួយមិត្តភក្តិរបស់គាត់ ។ 10) ព្រះអង្គកំពុងជួយខ្ញុំរៀនភាសាខ្មែរ ។

25. Tense Sequence

- C. 1) យើងមានព្យាករីនៅពេលបច្ចុប្បន្ននេះ ។ 2) តាំងពីនោះមក ខ្ញុំបានដឹងថាដំណឹងល្អជាការពិត ។ 3) ឥឡូវនេះជាពេលដែលយើងត្រូវកែប្រែចិត្ត ។ 4) យើងនឹងពិភាក្សាពីបុណ្យជ្រមុជទឹកនៅពេលក្រោយ តែជាដំបូងយើងត្រូវតែយល់ពីការកែប្រែចិត្ត ។ 5) បន្ទាប់ពីចាំអស់រយៈពេល៤ឆ្នាំមក ចុងក្រោយបំផុតយុំសែបបានទទួលផ្ទាំងមាស ។ 6) ពេលថ្មីៗនេះ ព្យាករីបាននិយាយពីសារៈសំខាន់នៃការមានសេចក្តីសប្បុរស ។ 7) រហូតដល់ចំពេលនេះ ខ្ញុំតែងតែជឿថាមិនមានព្រះទេ ។ 8) កំឡុងសន្និសីទទូទៅ វាងាយស្រួលក្នុងទទួលអារម្មណ៍ពីព្រះវិញ្ញាណ ។ 9) តាំងពីពេលនេះទៅ អ្នកត្រូវតែរក្សាភាពសក្តិសមនៃព្រះវិញ្ញាណដើម្បីអ្នកអាចទទួលបានការណែនាំពីព្រះ ។ 10) បន្ទាប់ពីអ្នកក្លាយជាសមាជិក ហើយរក្សាភាពសក្តិសមនោះ អ្នកអាចទៅព្រះវិហារបរិសុទ្ធបាន ។ 11) បន្តិចទៀត ព្រះគ្រីស្ទនឹងយាងមកគ្រប់គ្រងផែនដី ។ 12) កាលពីមុន ខ្ញុំអត់បានអានព្រះគម្ពីររាល់ថ្ងៃ ប៉ុន្តែឥឡូវខ្ញុំប្រាកដថាខ្ញុំអានវារាល់ព្រឹក ។

- D. 1) ពីមុនខ្ញុំជាសមាជិក ខ្ញុំរងរេងខាងវិញ្ញាណ ។ 2) ខ្ញុំបានទៅមហាវិទ្យាល័យមួយឆ្នាំ ពីមុនខ្ញុំបានចេញបេសកកម្ម ។ 3) មុនពេលយើងមកផែនដី យើងបានរស់នៅជាមួយព្រះវរបិតា នឹងព្រះយេស៊ូវគ្រីស្ទ ។ 4) ខ្ញុំបានជួបគាត់ពីមុន ។ 5) យើងគួរតែពិចារណាលើទូរស័ព្ទ មុននឹងយើងធ្វើការសម្រេចចិត្ត ។ 6) កាលពីមុន សាសនាចក្រមានទំហំតូច តែឥឡូវនេះយើងមានសមាជិករាប់លាននាក់នៅជុំវិញពិភពលោក ។ 7) សូមមកលេងយើងម្តងទៀតមុននឹងចេញទៅ ។ 8) ពីមុននឹងចាប់ផ្តើម ពួកខ្ញុំសូមស្វាគមន៍លោកប្រធានស្តេកដែលអង្គុយនៅកៅអីខាងលើ ។ 9) ខ្ញុំធ្លាប់មកទីនេះពីមុន ។ 10) អាគារព្រះវិហារនេះពីមុនជារោងចក្រ ។

- E. 1) ក្រោយពីខ្ញុំជាសមាជិក ខ្ញុំត្រូវបានពួកម៉ាកចំអក់ ។ 2) ខ្ញុំបានទៅមហាវិទ្យាល័យ៣ឆ្នាំ បន្ទាប់ពីបេសកកម្ម ។ 3) បន្ទាប់មក កុំភ្លេចមកលេងពួកខ្ញុំ ។ 4) ក្រោយពីជីវិតនេះ យើងអាចទៅរស់នៅជាមួយព្រះវរបិតា នឹងព្រះយេស៊ូវគ្រីស្ទម្តងទៀត ។ 5) ខ្ញុំបានជួបគាត់បន្ទាប់ពីថ្នាក់សាលាថ្ងៃអាទិត្យកាលពីអាទិត្យមុន ។ 6) យើងគួរតែធ្វើការសម្រេចចិត្តក្រោយពីយើងពិចារណាលើទូរស័ព្ទហើយ ។ 7) សូមមកលេងយើង បន្ទាប់ពីអ្នកចប់បេសកកម្ម ។ 8) ក្រោយមក លោកប្រធានស្តេកនឹងឡើងមានបុរសសន្តិដល់ពួកយើង ។ 9) បន្ទាប់ពីខ្ញុំបានរៀនអក្សរហើយ នោះខ្ញុំនឹងអាចរៀនភាសាខ្មែរបានលឿនជាងមុន ។ 10) ពួកខ្ញុំបានសំអាតព្រះវិហារហើយ បន្ទាប់មកមានយុវជនពីបីនាក់ទៅសួរសុខទុក្ខសមាជិកមិនសូវសកម្មជាមួយពួកខ្ញុំ ។

26. Transition

- F. 1) គោះទៅផ្សារមុន រួចហើយចាំយើងទៅកាត់សក់ ។ 2) ពួកខ្ញុំបានបង្រៀនបងឧសភា ទើបមកបង្រៀនមីងស្រី ។ 3) នៅពេលយើងមានសេចក្តីជំនឿលើព្រះយេស៊ូវគ្រីស្ទ នោះវាងាយស្រួលជាងដើម្បីយកឈ្នះឧបសគ្គផ្សេងៗ ។ 4) យើងត្រូវមានការផ្លាស់ប្តូរដោយអស់ពីចិត្ត លំដាប់នោះទើបយើងមានភាពសក្តិសមទទួលបុណ្យជ្រមុជទឹក ។ 5) អ៊ែលឌើរ និងស៊ីស្ទើរសិក្សាដល់ម៉ោង១០ រាល់ព្រឹក ទើបពួកគេចេញទៅផ្សារផ្សាយ ។ 6) ព្រះយេស៊ូវគ្រីស្ទត្រូវបានគេធ្វើគតរួចបានរស់ឡើងវិញ៣ថ្ងៃក្រោយ ។ 7) សុំសួរគាត់សំណួរហ្នឹង ចាំគាត់ឆ្លើយហើយ ទើបអញ្ជើញគាត់ទទួលបុណ្យជ្រមុជទឹក ។ 8) យើងបានតមអាហារ និងអធិស្ឋានដោយអស់ពីចិត្ត លំដាប់នោះយើងបានឃើញអព្វធម៌ហេតុដែលបានរំពឹងទុក ។
- G. 1) រំពេចនោះខ្ញុំបានធ្វើតាមការណែនាំនៃព្រះវិញ្ញាណ ។ 2) ពួកខ្ញុំបានដើរចូលក្នុងផ្ទះរបស់ពួកគាត់ ស្រាប់តែពួកខ្ញុំបានទទួលអារម្មណ៍សេចក្តីស្រឡាញ់នៃព្រះដល់ពួកគាត់ ។ 3) យើងត្រូវតែចេញទៅភ្លាម ។ 4) ប្រធានបានទូរស័ព្ទមកពួកខ្ញុំភ្លាម បន្ទាប់ពីការប្រជុំបានចប់ ។ 5) ពួកគេបានអធិស្ឋាន រំពេចនោះទទួលបានគំនិតនូវកន្លែងដែលត្រូវទៅ ។ 6) ពួកខ្ញុំបានអានឧត្តមមួយ ស្រាប់តែបានចាប់ផ្តើមយំ ។ 7) រំពេចនោះ ពួកខ្ញុំបានថ្លែងសក្ខីភាពអំណាចនៃដង្ហាយធួននៃព្រះគ្រីស្ទ ។ 8) ខ្ញុំស្រាប់តែគិតពីបងពៅ ពេលប៊ីស្យូបបាននិយាយអញ្ចឹង ។

Review: Narrating Experiences

- B. 1) យើងខ្ញុំរៀបរៀងបង្រៀនអ្នកពីការស្តារឡើងវិញ ។ 2) ព្រះគ្រីស្ទទ្រង់បានធ្វើអ្វីគ្រប់យ៉ាងស្របតាមព្រះហឫទ័យនៃព្រះ ។ 3) ពេលពួកខ្ញុំជិតចេញទៅវិញ មានបុរសម្នាក់មក ហើយសួរ ពួកខ្ញុំពីព្រះ ។ 4) ខ្ញុំចង់ក្លាយដូចជាព្រះយេស៊ូវគ្រីស្ទ ។ 5) យើងចេញពី apartment មុនម៉ោង១០ព្រឹក ។ 6) ខ្ញុំបានក្លាយជាសមាជិកយូរហើយ ។ 7) ថ្មីៗនេះខ្ញុំបានជួបបុរសម្នាក់ គាត់បានប្រាប់ថាគាត់ចង់ដឹងថាតើក្រុមគ្រួសារអាចជួបជុំជាមួយគ្នារហូតដោយរបៀបណា ។ 8) សក្ខីភាពរបស់ខ្ញុំកាលពីមុនមិនរឹងមាំទេ ។ 9) បន្ទាប់ពីការសុគតរបស់ទ្រង់ ព្រះយេស៊ូវគ្រីស្ទទ្រង់បានលេចមកសាសន៍និហ្វែនៅទ្វីបអាមេរិច ។ 10) ខែមុន ពួកយើងបានបំពេញគោលដៅបុណ្យជ្រមុជទឹកក្នុងហ្សូនយើង ។ 11) ពួកខ្ញុំបានទទួលប័ណ្ណចូលព្រះវិហារបរិសុទ្ធរៀងរាល់ពីរឆ្នាំម្តង ។ 12) កាលពីឆ្នាំមុន ខ្ញុំបានរៀបចំខ្លួនចេញបេសកកម្ម ។

27. Asking About Reason

- F. 1) ហេតុអ្វីខ្ញុំមិនអាចចូលរួមជាមួយនឹងនិកាយគ្រីស្ទានផ្សេង ? 2) ហេតុអ្វីបានជាម្នាក់ចង់ស្លាប់សម្រាប់អ្នកផ្សេង ? 3) មូលហេតុអ្វីបានជាបងអនុញ្ញាតឲ្យពួកខ្ញុំត្រលប់មកបង្រៀនបងទៀត ? 4) ហេតុអ្វីបានជាអ្នកចង់ទទួលបុណ្យជ្រមុជទឹក ? 5) ម៉េចបានអ្នកគិតថាយើងគួរតែនិយាយទៅគាត់ ? 6) ម៉េចបានជាពាក់តែក្រវ៉ាត់កហ្នឹងអញ្ចឹង ? 7) មូលហេតុអ្វីបានជាយើងត្រូវការព្រះគម្ពីរមរមន ? 8) ម៉េចក៏កុំព្យុទ័រទាំងនេះមិនដំណើរការអញ្ចឹង ? 9) ហេតុអ្វីបានយ៉ូសែបស្ម័គ្រចង់អធិស្ឋានដោយការបញ្ចូចេញសម្លេង ? 10) ហេតុអ្វីបានជាគ្រួសារអ្នកសំខាន់សម្រាប់អ្នក ?
- G. 1) ឥឡូវនេះ ខ្ញុំមិនយល់អ្វីទាំងអស់ទេ ប៉ុន្តែខ្ញុំគោរពតាមបញ្ញត្តិព្រះពីព្រោះខ្ញុំមានសេចក្តីជំនឿ ។ 2) ខ្ញុំដឹងថាព្រះវិហារជាព្រះវិហារពិត ពីព្រោះខ្ញុំបានអធិស្ឋាន ហើយទទួលបានចម្លើយ ។ 3) ខ្ញុំដឹងថាព្រះគម្ពីរមរមនពិតដោយសារព្រះវិញ្ញាណ ។ 4) ពួកខ្ញុំអស់កម្លាំង ពីព្រោះបានធ្វើការខ្លាំងពេញមួយថ្ងៃ ។ 5) ពួកយើងបានសំអាតពីអំពើបាបដោយសារព្រះយេស៊ូវគ្រីស្ទ ។ 6) ការក្បត់សាសនាដ៏ធំបានកើតឡើង ដោយសារតែភាពទុច្ចរិតរបស់មនុស្សលោក ។ 7) ខ្ញុំរំភើបចិត្តព្រោះខ្ញុំនឹងធ្វើជាដៃគូជាមួយគាត់ ។ 8) យើងមានការប្រជុំថ្ងៃនេះ ពីព្រោះតែហ្សូនយើងជួបការលំបាកក្នុងការរកអ្នករៀនថ្មី ។ 9) ព្រោះតែការពលិកម្មរបស់ព្រះយេស៊ូវគ្រីស្ទ ខ្ញុំអាចមានភាពសុខសាន្តក្នុងចិត្ត ។ 10) យើងរស់ដោយសារព្រះថែរក្សាយើង ។

28. Qualifying Conjunctions

- D. 1) ខ្ញុំអត់ដឹង បើសិនជាពូថេននឹងទទួលបុណ្យជ្រមុជទឹកនៅអាទិត្យនេះ ។ 2) អ្នកត្រូវមានភាពសក្តិសមប្រសិនបើអ្នកចង់ទៅព្រះវិហារបរិសុទ្ធ ។ 3) តើអ្នកដឹងទេ ប្រសិនបើព្រះគម្ពីរមរមនត្រូវបានបកប្រែជាភាសារៀតណាម ។ 4) យ៉ូសែបស្ម័គ្របានសម្រេចចិត្តថាគាត់នឹងគោរពតាមបើសិនជាគាត់ទទួលបានចម្លើយសម្រាប់ការអធិស្ឋានគាត់ ។ 5) តើបានសួរមេឬនៅ បើសិនជាអ្នកអាចយល់ថ្ងៃអាទិត្យ ? 6) យើងត្រូវតែមកផ្ទះនៅម៉ោង៨ បើ អត់មានមេរៀន ។ 7) យើងនឹងបានសង្គ្រោះ ប្រសិនបើយើងគោរពតាមព្រះបញ្ញត្តិ ។ 8) គាត់អត់ទាន់ដឹង បើសិនគាត់បានទៅឬអត់ ។
- E. 1) ប្រសិនបើអ្នកសិក្សាព្រះគម្ពីរ នោះអ្នកនឹងរកឃើញចម្លើយសម្រាប់ការអធិស្ឋានរបស់អ្នក ។ 2) គាត់និយាយថា ប្រសិនបើអ្នកអស់អង្គរ នោះគាត់នឹងយកមកឲ្យថែមទៀត ។ 3) បើអ្នកញាំស្លក្ខណ្ឌច្រើនពេក នោះអ្នកនឹងឈឺ ។ 4) បើខ្ញុំចេញពីសាសនាចក្រ នោះខ្ញុំនឹងបាត់បង់ដៃគូនៃព្រះវិញ្ញាណបរិសុទ្ធ ។ 5) ប្រសិនបើអ្នកនិយាយភាសាខ្មែរឲ្យបា

នញឹកញាប់ នោះអ្នកនឹងនិយាយបានស្អាតល្អ ។ 6) បើសិនអ្នកអធិស្ឋាន នោះព្រះនឹងប្រសិទ្ធពរដល់អ្នក ។ 7) ខ្ញុំដឹងថា បើយើងស្វិតស្វិនដល់ទីបញ្ចប់ នោះយើងនឹងទទួលបានពរជ័យនៅថ្ងៃចុងក្រោយ ។ 8) បើខ្ញុំខ្លាចការធ្វើខុស នោះខ្ញុំនឹងមិនអាច រៀនភាសាខ្មែរបានទេ ។

F. 1) ថ្វីបើពួកខ្ញុំនៅក្មេង ពួកខ្ញុំដឹងដោយគ្មានការសង្ស័យថាសាសនាចក្រនេះពិត ។ 2) ទោះជាពួកខ្ញុំអស់កំលាំង ពួកខ្ញុំនៅតែធ្វើការខ្លាំង ។ 3) ព្រះនៅតែស្រឡាញ់យើង សូម្បីតែពេលខ្លះយើងមិនគោរពតាមទ្រង់ ។ 4) ថ្វីបើទ្រង់មិនបានដោះ លែងយើងចេញពីការសាកល្បងទាំងអស់ ព្រះទ្រង់នៅតែចាំគាំទ្រ និងចាំលើកទឹកចិត្តយើង ។ 5) ទោះជាគាត់មិនអាចនិយាយ ភាសាខ្មែរបានល្អក៏ដោយ ខ្ញុំនៅតែមានអារម្មណ៍ពីព្រះវិញ្ញាណថាអ្វីដែលគាត់និយាយជាការពិត ។ 6) ស្តេចដាវីឌនៅតែ មិនទាន់គេចផុតពីការល្បងទាំងឡាយ ថ្វីបើទ្រង់បានធ្វើអំពើល្អជាច្រើនក្នុងជីវិតរបស់ទ្រង់ពីមុនមក ។ 7) ទោះជាបីស្សបជា បំរើជាមួយអ្វីផ្សេងទៀតក៏ដោយ គាត់នៅតែចេញមកជួយបង្រៀនជាមួយពួកខ្ញុំ ។ 8) គាត់បានមកព្រះវិហាររាល់អាទិត្យ ទោះជាគាត់ពិការ ។ 9) ថ្វីបើខ្ញុំមិនអាចបញ្ចេញរាល់គំនិតនិងអារម្មណ៍របស់ខ្ញុំក៏ដោយ ខ្ញុំអាចថ្លែងសក្ខីភាពថាព្រះយេស៊ូវ គ្រីស្ទជាព្រះអង្គសង្គ្រោះរបស់យើង ។ 10) ទោះជាអ្នកដឹកនាំក្នុងសាសនាចក្រមិនល្អឥតខ្ចោះ ពួកគេបានហៅដោយព្រះ ហើយយើងគួរតែគាំទ្រពួកគេ ។

Review: Cause and Effect

D. 1) ដោយសារព្រះជាព្រះបិតាបស់យើង ។ ព្រះទ្រង់ចង់មានការទំនាក់ទំនងជាមួយយើង ។ 2) ហេតុអ្វីបានជាយើង ត្រូវធ្វើបុណ្យជ្រមុជទឹក ? 3) ខ្ញុំចង់ថ្លែងសក្ខីភាពពីព្រះយេស៊ូវគ្រីស្ទ ពីព្រោះខ្ញុំដឹងថាទ្រង់ស្រឡាញ់ពួកយើងទាំងអស់គ្នា ។ 4) ប្រសិនបើអ្នកអធិស្ឋានដោយអស់ពីចិត្ត ព្រះទ្រង់នឹងឲ្យអ្នកដឹងហេតុអ្វីអ្នកត្រូវធ្វើបុណ្យជ្រមុជទឹក ។ 5) ដោយសារយ៉ូសែបស្ម័គ្របានសួរព្រះ គាត់បានទទួលចម្លើយពីការអធិស្ឋានរបស់គាត់ ។ 6) មូលហេតុអ្វីបានជាអ្នកមិនអាច ដឹកទឹកតែ ? 7) បើសិនអ្នកទទួលបានចម្លើយពីការអធិស្ឋានរបស់អ្នក តើអ្នកនឹងទទួលបានបុណ្យជ្រមុជទឹកទេ ? 8) ហេតុអ្វីមនុស្សបដិសេធព្យាការី ? 9) ដោយសារព្រះយេស៊ូវគ្រីស្ទ ខ្ញុំអាចរស់នៅជាមួយក្រុមគ្រួសារខ្ញុំហួត ។ 10) ពីព្រោះ អ្នកទាំងអស់មានសិទ្ធិជ្រើសរើស អ្នកខ្លះជ្រើសរើសមិនធ្វើតាមព្រះយេស៊ូវគ្រីស្ទ ។

29. Quantity

E. 1) ១២,៥៣២; ៦,៥៦២ 2) (6) ២៩; ៦,០០០; ២០; ២,០០០ (25) ២០០; ២,០៦០ 3) ៣០,០០០ 4) (2) ១៦; ៣២៦ (3) ៣២៧ (9) ៤៤,០០០; ៤២,០០០; ៣៣០ 5) ៥២; ៦៩ (25) ៣២; ២៧

H. 1) ម្ភៃមួយ ២១ 2) ពីរពាន់ដប់ប្រាំមួយ ២០១៦ 3) មួយរយប៉ែតបួន ១៨៤ 4) បាំប្រយសៃសិបប៉ាំប្រួន ៥៤៩ 5) បីសែន ពីម៉ឺនប្រាំបួនពាន់ប្រាំបីរយកៅសិបប៉ាំប្រួន ៣២៩,៨៩៧ 6) ដប់ប្រាំបី ១៨ 7) មួយពាន់ប្រាំបីរយម្ភៃ ១៨២០ 8) មួយពាន់សែសិប ១,០៤១ 9) ប្រាំពីរម៉ឺនហាសិបមួយ ៧០,០៥១

G. 1) ខ្ញុំស្រឡាញ់ខគម្ពីរនេះ ។ 2. គាត់រស់នៅតាមផ្លូវនោះ ។ 3) នេះជាបទចម្រៀងដែលខ្ញុំចូលចិត្ត ។ 4) សៀវភៅនេះបានផ្លាស់ប្តូរជីវិតខ្ញុំ ។ 5) ខ្ញុំស្រឡាញ់ប្រទេសនេះ ។ 6) ខ្ញុំធ្លាប់ញ៉ាំម្ហូបនោះពីមុន ។ 7) ហេតុអ្វីសាសនាចក្រនេះពិត ហើយសាសនាចក្រនោះមិនពិត ? 8) សប្តាហ៍នេះ យើងបានរស់រវល់ណាស់ ។ 9) មួយនោះហ្នឹងបានមកពីណា ? 10) បុរសនោះមើលទៅគាត់ដូចជាត្រូវការជំនួយ ។

J. 1) ខ្ញុំស្រឡាញ់ខគម្ពីរមួយនេះ ។ 2) ពួកគាត់រស់នៅតាមផ្លូវមួយនោះ ។ 3) ខ្ញុំចូលចិត្តបទចម្រៀងមួយនេះ ។ 4) សៀវភៅមួយនេះបានផ្លាស់ប្តូរជីវិតខ្ញុំ ។ 5) ខ្ញុំស្រឡាញ់ប្រទេសមួយនេះ ។ 6) ខ្ញុំធ្លាប់ញ៉ាំម្ហូបនោះពីមុន ។ 7) ហេតុអ្វីសាសនាចក្រមួយនេះពិត ហើយសាសនាចក្រមួយនោះមិនពិត ? 8) សប្តាហ៍មួយនេះ យើងបានរស់រវល់ណាស់ ។ 9) មួយនោះបានមកពីណា ? 10) បុរសមួយនោះមើលទៅគាត់ដូចជាត្រូវការជំនួយ ។

K.

	Singular	Plural
1.	ខ្ញុំស្រឡាញ់ខគម្ពីរមួយនេះ ។	ខ្ញុំស្រឡាញ់ខគម្ពីរទាំងនេះ ។
2.	ពួកគាត់រស់នៅតាមផ្លូវមួយនោះ ។	ពួកគាត់រស់នៅតាមផ្លូវទាំងនោះ ។
3.	ខ្ញុំចូលចិត្តបទចម្រៀងមួយនេះ ។	ខ្ញុំចូលចិត្តបទចម្រៀងទាំងនេះ ។
4.	សៀវភៅមួយនេះបានផ្លាស់ប្តូរជីវិតខ្ញុំ ។	សៀវភៅទាំងនេះបានផ្លាស់ប្តូរជីវិតខ្ញុំ ។

5.	ខ្ញុំស្រឡាញ់ប្រទេសមួយនេះ ។	ខ្ញុំស្រឡាញ់ប្រទេសទាំងនេះ ។
6.	ខ្ញុំបានញ៉ាំមួយនោះពីមុន ។	ខ្ញុំបានញ៉ាំម្ហូបទាំងនោះពីមុន ។
7.	ហេតុអ្វីសាសនាចក្រមួយនេះពិត ហើយសាសនាចក្រមួយនោះមិនពិត ?	ហេតុអ្វីសាសនាចក្រនេះពិត ហើយសាសនាចក្រទាំងនោះមិនពិត ?
8.	សប្តាហ៍មួយនេះ យើងបានរស់ណាស់ ។	សប្តាហ៍ទាំងនេះ យើងបានរស់ណាស់ ។
9.	មួយនោះបានមកពីណា ?	របស់ទាំងនោះបានមកពីណា ?
10.	បុរសមួយនោះមើលទៅគាត់ដូចជាត្រូវការជំនួយ ។	បុរសទាំងនោះមើលទៅគាត់ដូចជាត្រូវការជំនួយ ។

30. Classifiers

G. 1) តោះលើកអង្ករទាំងដប់បារនេះចូលឡាន ។ 2) ខ្ញុំស្រឡាញ់កូនទាំងបាំប្រីនាក់នេះរបស់ខ្ញុំ ។
3) ផ្ទះទាំងបួនខ្នងនោះបានទឹកលិច ។ 4) ពួកខ្ញុំបានជិះកង់ទាំងពីរគ្រឿងនោះទៅទីនោះ ។ 5) គំនូរទាំងបួនក្បាលនេះបានមកពីព្រះតាមរយៈពួកព្យាករី ។ 6) ពួកខ្ញុំបានកាម្លង់ម្ហូបទាំងបីមុខនេះសម្រាប់អាហារថ្ងៃត្រង់ ។ 7) កន្លែងផ្លូវទាំងបីខ្សែនោះកាត់គ្នា គេហៅថាច្រមុះជ្រូក ។ 8) ខ្ញុំចង់ទិញស្វាយទាំងប្រាំផ្លែនេះ ។

31. Additional Quantity Terms

C. 1) ទៀត 2) ជាង 3) ទៀត 4) ទៀត 5) ជាង 6) ទៀត 7) ទៀត 8) ទៀត 9) ជាង 10) ទៀត
D. 1) តើមានអ្នករៀនប៉ុន្មាននាក់បានមកព្រះវិហារ ? 2) យើងគួរតែដាក់គោលដៅសម្រាប់មេរៀនប៉ុន្មានដែលយើងត្រូវបង្រៀនអាទិត្យក្រោយ ។ 3) អ្នកមានអាយុប៉ុន្មាន ? 4) អ្នកមានក្រវាត់កប៉ុន្មាន ? 5) តើមានអ្នកផ្សព្វផ្សាយប៉ុន្មាននាក់នៅក្នុងបេសកកម្មនេះ ? 6) ខ្ញុំមិនប្រាកដថា ខ្ញុំបានអានព្រះគម្ពីរមេរមនមានចំនួនប៉ុន្មានដងហើយ ។ 7) អ្នកមានកូនសៀវភៅប៉ុន្មានកុបាលតាមខ្លួនដែរ ? 8) អ្នកបានរៀនភាសាខ្មែរបានប៉ុន្មានឆ្នាំហើយ ? 9) វាមិនសំខាន់ថា យើង និយាយបានប៉ុន្មានពាក្យក្នុងការអធិស្ឋានយើងទេ តែសំខាន់ថាយើងនិយាយដោយចិត្តស្មោះ ។ 10) តើខ្ញុំអាចកែប្រែចិត្តបានប៉ុន្មានដង ?
E. 1) វាមានចម្ងាយពីទីកន្លែងទៅព្រះវិហារ ។ 2) ខ្ញុំនឹងសម្អាតកន្លះចំហៀងនេះ ហើងអ្នកអាចសម្អាតកន្លះចំហៀងនោះ ។ 3) យើងបានចាំអស់កន្លះម៉ោងហើយ ។ 4) មើលទៅ មនុស្សពាក់កណ្តាលភ្នំពេញបានទៅចូលឆ្នាំខ្មែរអស់ហើយ or មនុស្សទៅចូលឆ្នាំខ្មែរអស់កន្លះភ្នំពេញ ។ 5) ពួកខ្ញុំបានញ៉ាំបាយប្រាំបីបានកន្លះ ។ 6) យើងបានដល់ពាក់កណ្តាលផ្លូវហើយ ។ 7) គាត់បានអានកន្លះដំណាក់ ។ 8) ពាក់កណ្តាលពួកខ្ញុំធ្វើពុតជាអ្នករៀន ហើយពាក់កណ្តាលទៀតជាអ្នកផ្សព្វផ្សាយសាសនា ។ 9) គាត់ដក់បារីមួយកញ្ចប់កន្លះក្នុងមួយថ្ងៃ ។ 10) មួយនោះមានតម្លៃ សាមសិបប្រាំដុល្លារកន្លះ ។

32. Frequency

D. 1) ប្រចាំ 2) រាល់ 3) រាល់ 4) ប្រចាំ 5) រាល់ 6) ប្រចាំ
E. 1) ជាធម្មតា អាទិត្យតមអាហារគឺនៅសប្តាហ៍ដើមខែ ។ 2) ពួកយើងស្តាប់សន្និសីទទូរទៅរៀងរាល់ប្រាំមួយខែម្តង ។ 3) យូរទៅ ខ្ញុំនឹងអាចយល់អ្វីទាំងអស់ពួកគេនិយាយ ។ 4) យើងមិនអាចទៅព្រះវិហារបរិសុទ្ធឲ្យបានញឹកញាប់ទេ ។ 5) ញ៉ាំកាហ្វេជាញឹកញាប់ក៏នូវតែខុសច្បាប់សុខភាពដែរ ។ 6) ពួកខ្ញុំបានជិះកាត់វត្តហ្នឹងសឹងរាល់ថ្ងៃ ។ 7) ខ្ញុំយល់ភាសាខ្មែរកាន់តែច្រើនទៅៗជារៀងរាល់ថ្ងៃ ។ 8) យើងអាចទទួលទានសាក្រាម៉ង់មួយអាទិត្យម្តង ។ 9) ការអានព្រះគម្ពីររាល់ថ្ងៃនឹងផ្តល់កំលាំងឲ្យអ្នកដើម្បីយកល្អៗការល្អៗ ។ 10) អ្នកអាចអធិស្ឋានប៉ុន្មានដងក៏បានក្នុងថ្ងៃស្រេចអ្នកចង់ ។ 11) អ្នកផ្សព្វផ្សាយសាសនាសិក្សាព្រះគម្ពីរជាប្រចាំ ។
L. 1) ពេលខ្លះ ពួកខ្ញុំទៅលេងផ្ទះគាត់ ។ 2) ជួនកាល ខ្ញុំទទួលបានការបំផុសគំនិតឲ្យនិយាយជាមួយមនុស្សផ្សេងៗ ។ 3) ពេលខ្លះ ខ្ញុំមិនយល់អ្វីដែលបាននិយាយនៅក្នុងមេរៀន ។ 4) ពួកខ្ញុំទិញទឹកអំពៅដឹកម្តងម្កាល ពេលអាកាសធាតុក្តៅខ្លាំង ។ 5) ជួនកាល ពួកខ្ញុំមានអារម្មណ៍ថាបាក់ទឹកចិត្ត ។ 6) យើងបានឈប់ម្តងម្កាលពេលកំពុងរកអ្នករៀនថ្មីដើម្បីអធិស្ឋានសុំការបំផុសគំនិត ។ 7. ខ្ញុំដឹងថាជួនកាលឧបសគ្គរបស់យើងមើលទៅគ្មានផ្លូវនឹងអាចដោះស្រាយបាន ។ 8) ម្តងម្កាល អ្នកបង្ហាត់បង្រៀនរបស់ខ្ញុំគេទូរស័ព្ទ ក៏ប៉ុន្តែភាគច្រើនគាត់ឲ្យខ្ញុំជាអ្នកដែលទូរស័ព្ទទៅ ។ 9) ជួនកាល ខ្ញុំដក់បារី ។ 10) គាត់ជួនកាលក៏អានព្រះគម្ពីរបីបីដែរ ។

33. Inclusive & Exclusive Adjectives, Verbs, and Conjunctions

- E. 1) ខ្ញុំមានត្រឹមតែព្រះគម្ពីរមរមនមួយក្បាលគត់នៅតាមខ្លួន ។ 2) ខ្ញុំបានបម្រើត្រឹមតែពីរtransferនៅតំបន់នេះ ។ 3) ខ្ញុំបានញ៉ាំត្រឹមតែពីរចានពីមុនខ្ញុំឆ្អែត ។ 4) អ្នករៀនខ្ញុំមានសុទ្ធតែបងប្អូនស្រី ។ 5) យើងគ្រាន់តែចំណាយពេល១០ ទៅ១៥នាទីដើម្បីទៅដល់ផ្ទះគាត់ ។ 6) កាលពីយប់មិញ ខ្ញុំបានសរសេរត្រឹមតែបីកថាខណ្ឌក្នុងសៀវភៅកំណត់ហេតុខ្ញុំ ។ 7) ខ្ញុំគ្រាន់តែចង់ទិញផ្លែឈើ និងបន្លែនៅផ្សារ ។ 8) ខ្ញុំគ្រាន់តែចង់ធ្វើអ្វីដែលត្រូវ ។ 9) មានត្រឹមតែសាសនាចក្រពិតតែមួយគត់ ។ 10) ខ្ញុំមានសុទ្ធតែ ក្រវ៉ាត់កពណ៌ស្វាយ និងពណ៌ក្រហម ។
- F. 1) ខ្ញុំមានតែព្រះគម្ពីរមរមនមួយក្បាលគត់នៅជាមួយខ្ញុំ ។ 2) ខ្ញុំបម្រើបានតែពីរtransferនៅតំបន់នេះ ។ 3) ខ្ញុំបាន ញ៉ាំតែពីរចានពីមុនខ្ញុំឆ្អែត ។ 4. អ្នករៀនខ្ញុំមានតែបងប្អូនស្រី 5) ពួកខ្ញុំចំណាយពេលតែ១០ ទៅ១៥នាទីដើម្បីទៅដល់ផ្ទះគាត់ ។ 6) កាលពីយប់មិញ ខ្ញុំសរសេរបានតែបីកថាខណ្ឌក្នុងសៀវភៅកំណត់ហេតុខ្ញុំ ។ 7) ខ្ញុំចង់ទិញតែផ្លែឈើ និងបន្លែនៅផ្សារ ។ 8) ខ្ញុំចង់តែធ្វើអ្វីដែលត្រូវ ។ 9) មានសាសនាចក្រពិតតែមួយគត់ ។ 10) ខ្ញុំមានតែក្រវ៉ាត់កពណ៌ស្វាយ និងពណ៌ក្រហម ។

Review: Quality

- B. 1) ព្រះយេស៊ូវ បានជ្រើសរើសសាវកទាំងដប់ពីរនាក់ ។ 2) ខ្ញុំបានញ៉ាំបាយដំណើបស្វាយអស់ពីរចាន ។ 3) អ្នកណាគេឲ្យព័ត៌មានអ្នកដែលចាប់អារម្មណ៍ចង់រៀននេះ ? 4) កាលពីដើមមានព្រះវិហារបរិសុទ្ធតែ១០០អាគារតែប៉ុណ្ណោះដែលបានបើកដំណើរការ ។ 5) នៅសល់ដំណូងចំនួន៦ទៀតនៅក្នុងព្រះគម្ពីរអាណាម៉ាដែលខ្ញុំមិនទាន់អានចប់ ។ 6) យើងអស់កំណត់ហេតុការព្រឹត្តិប្រតិបត្តិហើយ ។ 7) សាសនាចក្របានរៀបចំឡើងនៅឆ្នាំ ១៨៣០ ។ 8) សមាជិកខ្លះជិះឡាន ប៉ុន្តែមានអ្នកជាច្រើនជិះម៉ូតូ ។ 9) ការអធិស្ឋានរាល់ថ្ងៃនឹងនាំអ្នកខិតទៅជិតព្រះ ។ 10) បន្ទប់ប្រជុំទាំងមូលពេញទៅដោយមនុស្សដែលមកស្តាប់សាវកនិយាយ ។

34. Location and Direction

- D. 1) ទីនេះ 2) ទីនោះ 3) ទីនោះ 4) ទីកន្លែងនេះ 5) ទីនោះ 6) ទីនេះ 7) នៅណោះ 8) ទីនេះ
- E. 1) តើយើងកំពុងទៅទីណា ? 2) តើមិត្តភក្តិរបស់អ្នករស់នៅកន្លែងណា ? 3) ពួកយើងបានរស់នៅទីណាពីមុនយើងបានមករស់នៅលើផែនដីនេះ ? 4) ឡានក្រុងនេះឈប់នៅកន្លែងណា ? 5) អាគារព្រះវិហារនៅឯណា ? 6) តើអ្នកបានអានដល់ទីណា នៅក្នុងព្រះគម្ពីរមរមន ? 7) តើព្រះវិហារបរិសុទ្ធដែលជិតជាងគេបំផុតនៅកន្លែងណា ? 8) អ្នកទើបមកពីណា ? 9) តើ apartment គាត់នៅកន្លែងណា ? 10) តើពួកខ្ញុំអាចអង្គុយនៅណា ?
- F. 1) ពួកខ្ញុំទៅព្រះវិហារ ។ 2) តើពួកខ្ញុំអាចបង្រៀនមិត្តអ្នកនៅផ្ទះគាត់បានអត់ ? 3) ពីមុនជីវិតនេះ ពួកយើងរស់នៅឋានសួគ៌ ។ 4) ឡានក្រុងទៅទីក្រុងបាងកកពេញហើយ ។ 5) យើងជួបនៅព្រះវិហារសម្រាប់រាល់ការប្រជុំទាំងអស់របស់យើង ។ 6) អ្នកកំពុងអាននៅកន្លែងណា ? 7) ព្រះវិហារបរិសុទ្ធដែលជិតបំផុតគឺនៅហុងកុង ។ 8) ពួកយើងនឹងចាំនៅភពវិញ្ញាណរហូតដល់ការរស់ឡើងវិញ ។ 9) ពេលទៅដល់ភ្លើងស្តុប បត់ស្តាំ ហើយទៅដល់ផ្ទះចុងក្រោយគេបង្អស់នៅខាងឆ្វេងដៃ ។ 10) មានកៅអីទំនេរពីរទៀតនៅជួរនោះ ។

35. Time

F.

a.	February	ខែកុម្ភៈ	k.	July	ខែកក្កដា
b.	Sunday	ថ្ងៃអាទិត្យ	l.	October	ខែតុលា
c.	November	ខែវិច្ឆិកា	m.	Tuesday	ថ្ងៃអង្គារ
d.	Monday	ថ្ងៃច័ន្ទ	n.	Friday	ថ្ងៃសុក្រ
e.	June	ខែមិថុនា	o.	April	ខែមេសា
f.	January	ខែមករា	p.	August	ខែសីហា

g.	December	ខែធ្នូ	q.	Wednesday	ថ្ងៃពុធ
h.	Thursday	ថ្ងៃព្រហស្បតិ៍	r.	September	ខែកញ្ញា
i.	Saturday	ថ្ងៃសៅរ៍	s.	May	ខែឧសភា
j.	March	ខែមីនា			

G. 1) ម៉ោងប្រាំបួនកន្លះយប់ 2) ម៉ោងបួនដប់ប្រាំនាទីរសៀល/ល្ងាច 3) ម៉ោងប្រាំបីសែសិបនាទីព្រឹក 4) ម៉ោងពីរកន្លះរសៀល 5) ម៉ោងដប់ពីរថ្ងៃត្រង់ 6) ម៉ោងដប់ម្ភៃនាទីព្រឹក 7) ម៉ោងប្រាំមួយកន្លះល្ងាច 8) ម៉ោងដប់មួយយប់ 9) ម៉ោងប្រាំមួយដប់ប្រាំនាទីព្រឹក 10) ម៉ោងដប់ពីរយប់

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THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

